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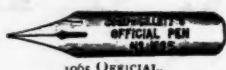
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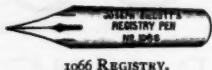
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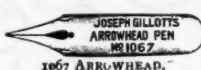
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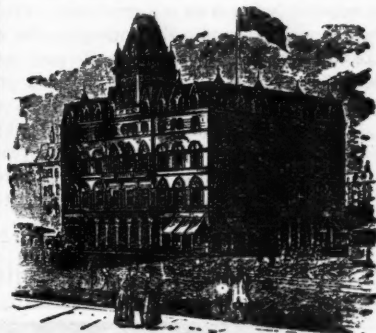
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Attractions of Teaching as a Profession.

The fact that the schoolmaster has always in this country held a place of honor and influence, is brought out by Supt. E. B. Andrews, of Chicago, in a contribution to the *Saturday Evening Post* of October 14. He contrasts the condition of teachers here with that of their fellow-laborers in Great Britain, where, until recently, the ranks were supplied almost entirely from the lower classes, while in the United States teachers have always come in large numbers from homes of culture and have moved in the highest social circles.

But its honorableness is not the sole reason why the profession is so overcrowded. Thanks to the unsettled theology of our time, great numbers of young men of a type which half a century ago would have sealed them for missionary work, or at least for clerical life at home, now become teachers. Honest, and not daring to trust preaching for permanent support, they turn to activity equally evangelical, and less likely to fail them as a source of livelihood.

"But teaching work," continues Supt. Andrews, "wins most devotees by its intrinsic attractiveness. Throngs of men and women press into the walks of teacherdom because these walks have of late grown incomparably inviting. There is more than formerly to see in and along them, and it is more beautiful. To no other profession has recent scientific thought brought so striking a change of character as it has produced in teaching.

"The art of governing a school or a school-room has become more simple and easy, involving less fuss and worry. Rules and regulations are few. Corporal punishment is as good as disused. Every progressive teacher now aims to render his or her school-room a home, a center of interest, happiness, even delight, where children shall come without urging and stay without tedium. Classes recite from their seats or fronting a blackboard or a map, or huddled picturesquely in a corner or about the teacher's table, as may best conserve interest. The line between work and play wavers, and is at times imperceptible. A variety of new subjects is taught, making the school curriculum a richer and more broadening affair to be conversant with than it was a few years ago. The accomplished teacher must know music and drawing as well as the elements of manual construction, gymnastics, and the household arts.

"And then the infinitely nice problems thrust upon the modern teacher's thought! At what age is a study or exercise best begun? What aptest correlations can we devise of studies with studies, exercises with exercises, studies with exercises, studies or exercises with play, so as to further two or three ends in gaining one? How far and with what contrivances can you helpfully illustrate a given lesson, and when cast aside illustration, directly challenging pupils' power to think the thing itself? I need not point out the surpassing interest attaching to these problems and to the hundred similar ones confronting all bright latter-day teachers.

"Considering this attractiveness of up-to-date-teaching, the present plethora of teachers is not strange. What is at first hard of explanation is the absence, after all, of so many men and women superbly fitted for success and happiness in teaching who choose other occupations. But this phenomenon, too, has its causes. The vicious administration of school systems is one. A person of sensibility shuns a service where not merit but political

influence determines advancement. Where this shameful necessity exists the teaching force cannot but lose quality.

"Men sometimes object to enlisting as teachers, because of the lively competition which they would have to encounter from women. In this country probably all kindergartners are women; a great majority of the elementary teachers are of the same sex, and so are a considerable and increasing number of the principals in elementary schools. It must be admitted that many women principals, even of large schools, are extremely successful. Meantime there is no danger that women will ever exclude men from high educational places.

"There is a third reason, far more serious than either of those just considered, why so much first-rate talent naturally inclined to teaching is now lost. It is the trade-union spirit in its selfish phase, which has of late begun to infect teaching circles. Were selfish trade-unionism in danger of real prevalence among teachers, the outlook for the profession would be dark indeed. It would be desperate, even, for every element which has made the service noble would in time be lost out of it. But this trade-unionism among teachers will not spread far or continue long.

"American society is passing—and successfully—perhaps the most trying crisis which civilization has ever met. With awful approach to unanimity we have by our actions, been declaring meat to be more than life, raiment more than the body. Plain living, high thinking, truth, love, delight in service—all the things of the spirit are becoming respectable again. Mighty among the forces steadying us thru this vertigo, bright among the lights battling the gloom, loud among the prophets preaching that life is, after all, more than meat, has been, and is, the consecrated teacher."



Minor Problems of the Superintendent.

In the life of a school superintendent, as in those of most people, it is the minor matters which claim constant attention, and upon the right treatment of which official existence really depends. Mr. Frank A. Fitzpatrick, in the *Educational Review* for October, calls attention to a number of these comparatively little things, yet each one of which, he says, has caused the removal of at least one superintendent. He speaks of one man who was an able manager and a well-informed school official but who was careless about his office hour. Patrons of the school would go to his office, and finally leave because the official did not come at all that day. He is not now in charge of the schools. In another city a parent called to see the superintendent about his boy, who had been suspended. The superintendent was angry and would not allow the parent to tell his story, and was therefore left in the attitude of deciding the case without hearing the evidence. The breach was never healed. It is an axiom among wise administrators that an official should be punctual and regular in his attendance upon his office, and that he should see people in the order of their appearance, except in the case of his superior officer, and patrons of the schools prior to the teachers. It is also self-evident that a complaining person cares more to have his case listened to in a gentlemanly manner than he does to have the request granted.

Attitude Toward Teacher and Principals.

"Necessarily," continues Mr. Fitzpatrick, "teachers and principals will not look upon many questions from the same point of view as the superintendent; friction will develop between them, sharp criticism, often unwise and foolish, will emanate from teachers and principals relative to the wisdom of this or that policy of the superintendent. He should welcome a certain amount of friction. Out of discussion and conflict comes rational progress. If the criticism is just, he can retrace his steps; if unjust, the right will prevail.

"He should never for any end betray the confidence of a member of his board, and should decline pleasantly to be used to gain information, by reason of his position, which might be utilized by any member of the board.

Several Questions.

"Is there any reason why a superintendent of schools should allow himself to seem bored when a citizen or committee from a woman's club presents some impossible reform to him? If the people in his community desire the 'no school signal' given when it is threatening rain, should the superintendent insist that he will not give the signal unless the storm is really severe? If the people believe that, during inclement weather, when the school-house is opened to admit the teachers children should be admitted, should the superintendent insist upon keeping the children out in the cold because they arrive too early? If a parent writes a note to the teacher asking that her child be excused for absence, without giving any specific reason, is it wisdom on the part of the superintendent to attempt to educate the community to his way of thinking on the note question? If the teachers have been permitted to report at 8:45 A. M., is it worth while to grapple with this great evil and have them report at 8:30 A. M.? Is it the part of wisdom to begin to tinker with the course of study immediately after one has been elected superintendent? Is it the part of wisdom to discover suddenly that a number of teachers, who have apparently given satisfaction for years, are incompetent and ought to be removed to make places for others who have proved their worth by their service under us in the last city over whose schools we presided?

"If a school system has gotten into a rut, and has grown into a condition where there are no teachers' meetings, is it the part of wisdom for the new superintendent to have so many meetings after the school that the teachers feel personally aggrieved at their frequency and length? If thru past management, or hard times, a community is barely able to appropriate money enough to carry on the schools, is it the part of wisdom to urge the establishment of kindergartens, or the introduction of some other necessary reform which would largely increase the expense?

Appointment of Teachers.

"In eighty per cent. of the appointments," according to Mr. Fitzpatrick's calculations, "a board will approve the nomination of a superintendent. In the remaining twenty per cent. difference of opinion arises. The superintendent should refrain from making himself an active partisan for his choice. He should be prepared to give reasons for his nomination, which will appeal to the layman. The average superintendent, by proper presentation of his case, will secure the nomination of half the remaining twenty per cent. The ten per cent. who are elected without the superintendent's nomination perform the function of a safety valve. If such teachers do well he should be free to acknowledge the fact—it will convince him that he is not infallible. Should they fail, he should not say, 'I told you so.' The fact will be remembered without mention.

Dismissal of Teachers.

"Certain and continued success can be achieved only by following rational and intelligent methods. First, the teacher herself must be made acquainted with her shortcomings and have proposed to her the remedies. She should be visited again and again to see that the reme-

dies are applied. If these efforts fail, by the middle of the year the proper committee, or member of the board, should be acquainted with the condition of affairs as well as the methods taken to help her. This should be conveyed to the proper authorities without any trace of feeling and not at all as a statement of fact. It should be an expression of opinion. If her work does not improve, the superintendent does not recommend her at the close of the year. In the large majority of cases the teacher will not be re-elected.

Changes in Text-Books.

"The superintendent himself should never change text-books. Teachers may become more and more clamorous and the need for a change become more and more apparent. The superintendent should seek definite criticism of the books in use and definite aims to be sought for in the book desired. He will then be in a position to affirm or negate the necessity for a change. If his decision be affirmative he must, if he does his duty, examine all the latest publications upon the subject in question. He should be able to point out their excellence and their weakness. He should then satisfy himself that this book or that book is teachable for a corps of teachers no stronger than that under his charge. The last is a very important consideration. If the superintendent expresses his belief that the interests of the school will be advanced by making the change in question, he will have his advice followed in the majority of cases. But suppose it is not, he has done his duty, and the responsibility rests with the board of education in whose hands the people have placed the schools.

Relations to Principals and Teachers.

"Criticism should never be general but always specific and always accompanied by a suggestion to remedy the evil complained of.

"Properly conducted teachers' meetings are a great source of strength to the manager of a system of schools. But they should not be called except for cause, and the time should not be taken up with readings from the course of study, or many desultory remarks upon the discipline in the schools, or the necessity of maintaining a high standard of punctuality and regularity.

Relations With the Board.

"The superintendent should give advice when it is asked and very rarely volunteer suggestions. His communications to the board should be handed to the secretary and read as are other official communications. As a rule, action should not be asked at the meeting when the matter is introduced because very few questions can be rightly understood by any body of men until they have had time to reflect upon them.

"He should not meddle with the nomination or election of members of the board of education. Success at this game of politics means near and certain failure with loss of self-respect."

Education and Socialism.

It has not escaped observing people that, in the modern public school system, many of the principles of socialism are to be seen in active operation. With its excellencies and with its faults, the educational industry of to-day presents a picture in miniature of what we are coming to in all the industries, if the socialist's dream is destined to become reality.

It is also evident that there are various sorts of socialism, some desirable, others less so. A keen critic of French life, M. F. A. de la Rochefoucauld, has come to the conclusion that the secondary schools of France are tending to produce socialists of the wrong type. Of the elementary schools he has little to say; the secondary schools are, in his opinion, all wrong.

The trouble is that the secondary schools educate their pupils to be mere beneficiaries of the state. The basis of the education they give is classical. Their training is not without its excellent features. It prepares men to

be ornamental and useful in the more refined positions of life. The pupils acquire a sense of form and proportion, of purity and clearness of style. They are excellently prepared to speak; they are not prepared to work.

Their study of the classics seems to give them something of the ancient feeling of dependence upon the state. They echo the cry of the Roman populace, *Panem et circenses*. The ancient idea of the state was of something static. The very name suggests its connotation. It was a fixed entity. It was the common father of all its citizens. It was a bank with funds sufficient to satisfy every need.

This view of the state is, in the author's opinion, responsible for the existence in France of over 470,000 functionaries. They cost the state five billion dollars a year. The service they render could be as efficiently performed by half the number. France is reaping what she has sown. Secondary education as conducted by the state creates an appetite for public office and the state is obliged to satisfy the craving it has aroused.

If ambition were aroused to serve the state rather than to live upon it, France would be better off. There is abundant opportunity for the extension of the public service. The state can profitably undertake many new enterprises, can give employment to many more of its citizens, provided only that the right kind of inspiration is directing the enterprises. The crying need of France is an education which will lead the mass of cultivated people to some understanding of the processes of social evolution. There are enough educated men and women already; of men and women educated up to the point of appreciating the conditions of modern society there is an appalling dearth.

Secondary education of to-day makes rather for revolutionary than for evolutionary socialism. It fails to open men's eyes to the opportunities of agriculture, industry, commerce, colonial exploitation—of everything in short that is leading to the gradual emancipation of labor, that is breaking the ground for an economically possible socialism. As a social force it is more than conservative; it is obstructive. The only spectacle to which it invites the student is that of the struggle for existence. It seems to put into his hand a ticket of admission to the great arena at Rome.

He learns nothing of the possibilities of combination and co-operation. He goes out into life with only the Graeco-Roman ideal of society. He is the victim of a system of instruction which suppresses the modern languages, political economy, sociology, the study of nature in favor of the ancient languages and the systems of logic and rhetoric developed in ancient times.

The result is seen in statesmen who temporize rather than act,—who serve popular prejudice rather than lead public opinion,—who accept present makeshifts rather than study out improvements.

The Fear of Over-Education.

A writer in the *Nineteenth Century* for October, Mr. Alexander Sutherland, suggests that a very little listening in club-rooms and places where men talk freely reveals a common, indefinite fear of the spread of education. "People," he says, "who look thru spectacles of a pessimistic tint see of course how the working classes are being utterly spoilt by education; and there is this reason for a degree of sympathy with their view, that our school systems are not all we could wish them to be. The instruction given still leans too much to the side of facts, and is comparatively barren on the side of ideas, which are so much more nutritious to a growing mind. Our children can face an examination with a neat little paragraph about Henry the Eighth and his wives, yet have no glimmering in their minds of the aspect which English life presented under a Tudor king. But he who looks at this failing in a calm and sober manner will see that it is not essential to education; that the teacher's art has before it a twentieth century full of wonderful developments and improvements.

"There is," he adds, "another argument which at first sight seems a much more valid ground for the fear of over-education. It asks what is to happen in regard to the rough work of the world when the humblest classes have become educated and even cultured. Will a knowledge of English literature be compatible with the scrubbing of floors and the carrying of bricks? If the question amounts only to this, Does education make the lower classes less useful in every way to the upper classes? then it betrays a very evident want of humanity.

"Apart from this egotism there are many who ask a very similar question in perplexity, yet with no failure of real kindness and right feeling. Let us cast our thoughts then over a wider horizon, and see how the decades that bring the peril are also bringing the remedy. Science is steadily sweeping away all those humblest classes of employment. Hardly any man has now to toil up ladders with the hod of bricks upon his shoulders, the donkey engine does the work. The reaper is replaced by the machine and the ploughman is fast receding as the steam-plough makes its appearance.

"Then comes the uneasy question as to what is to become of the classes thus deprived of occupation. But the difficulty is evanescent, for here too there are compensating influences at work. Think of the hundreds of thousands now employed in callings that had no existence sixty years ago. Thus while science takes away with one hand it bestows with the other.

"If we take care to make our school systems, while they grow wider in scope also wiser in spirit, there is nothing to fear and everything to hope for. We have no choice therefore but to educate, and to educate as much or better still as wisely as we can."

Moral Education.

That intellectual education and moral education are not two processes but one and indivisible is the belief of Mr. George P. Brown, as stated in *The School and Home Education* for October. This process is, however, a complex one in which sometimes the intellect is the leading activity, at other times the will. In the education of children it is generally the will that prompts the intelligence to action. The writer says:

"We are rapidly leaving behind the idea that the educated man is the man of knowledge and erudition. He is a man of deeds. The higher the aim is for which he intelligently struggles, the higher is his education. Every man is essentially will. Intellect is a phase of this primal will, or self, or life, or reality which man calls 'me' and 'I'.

"When volition is indifferent to duty it has no moral quality. Its acts are non-moral so far as the doer is concerned. But when the institutional feeling of duty arises, then the act is a moral act. The feeling of duty can arise only in the relation of one duty to another. Even when we speak of duty to one's self, it is the duty of the real, actual self, as he is, to the ideal self that he ought to be. Perhaps ninety per cent. of one's life is non-moral in that it is without consciousness of the attendant feeling of duty. It is comparatively seldom that the active normal man is brought face to face with a problem in which a conscious feeling of duty is involved. The highest result of education is an individual so habituated to follow what his intellect declares to be right that the feeling of duty does not consciously arise. He is imperfectly educated who must struggle with himself under the lead of his sense of duty to do what he knows to be right. The natural impulse of the child is to act as the idea prompts. The first step in his evolution from this state is the intervention of the feeling of duty, and the conflict that arises between the *ought* and the *desire*. The second step is a return to the impulse of the child to act in harmony with the prompting of the idea which the judgment affirms to be right. It is in more senses than one that he who enters the kingdom of heaven must become as a little child."

From the Mother's Side.

Mrs. Cynthia Morgan St. John spent last summer with her children in the country. It is evident from her brief contribution to the *Evangelist* of Oct. 5, that they had a delightful time "among the hills and in the meadows, by the streams and under the trees," and all the summer the mother was asking herself this question: "By what right has that huge machine, the Graded School, drawn into itself our little and our big children, until they are greater curiosities to us than the geography of Greece is to them?" Her conclusions follow:

"What a price we pay for education so-called! Just think of it, as it exists in the majority of our cities. See the small boy or girl trot off to school after hastily swallowing breakfast, cross or jubilant, weary or vigorous, no matter. The child must paddle off somehow. The race is to the swift, there is no time to see if he is winded. It will make a man of your boy, perhaps a little old man.

"Mother, be alert, see to the clothes, the face and hands; see to it, above all, that the child is not late; see to it, if you are sufficient unto it, that the parrot child can say correctly cracker in two languages.

"Noon time! How the poets delight to sing of that lazy, peaceful, sleepy noon-tide. Is it such in your home for your children? Have you time for other than the stern thought that dinner, or luncheon, must be ready, that it must be eaten, that the child or children, must be clean and away?

"The afternoon rushes, or creeps drearily toward its later hours. Where are your children? How are they? Are their tempers sweet over lessons happily learned? Or are they worried and worn and reticent? Are they like wild animals, heedless, mad for play, impatient of further word or restraint or of caress? Is there more study before them before they may compose their weary brains to sleep?

"Do you know much of their day? What chance have you had to know how their hearts and souls and bodies are developing? It is too late. They are too nervous now, or too frolicsome. Let them run a little. Then to bed to be rested, if possible, for the next day.

"With all the steam and pressure of fulness and exactness and profundity, and cut-and-dried world-worldliness of our modern schooling, with the sacrifices the parents make and the imprisonment of the children, how much wiser, more capable of braving the competition of life are our children than were the children bred in the less exact schools of years ago?"

The Teacher's Voice.

Altho the English are not an especially musical people, the English speaking-voice is famous the world over. A writer in *The School Guardian* gives some hints to English teachers which may perhaps be of value to some people on this side of the water.

The great mistake the teacher is likely to make is in speaking loudly rather than clearly. Often one is distressed on approaching a school, to hear the teacher screaming or shouting in a vain attempt to arouse the slumbering attention of his pupils. All this is a deplorable waste of strength. Another teacher, with a quiet, penetrating voice will speak, even in a large room, so as to command the attention of several hundreds of children and yet feel no serious fatigue.

It is extremely important that the teacher shall cultivate this quiet, well-modulated manner of speech. The pupils are insensibly affected by it. Under the influence of a good teacher, they will lose from their own voices much of the strident quality which is common among ordinary children. Nor need there be any fear that the modulated tone will not be heard in a large classroom. "The requisite degree of loudness," said Archbishop Whately, "will be best obtained, not by thinking about the voice, but by looking at the most distant of the hearers and addressing one's self to him." The teacher who studies the effect of his voice will readily learn how to correct his faults of enunciation.

He will, for instance, come to perceive that his being well heard depends very largely upon the clear pronunciation of the consonants. An old writer has said, "Take care of the consonants, and the vowels will take care of themselves."

A useful hint upon the subject may be drawn from the admirable treatise by Dean Martin, of St. Paul's, on the training of choir-boys. He attaches great importance to right breathing and prescribes constant practice in it. The boys have to stand upright, with their feet firmly planted on the floor and their hands hanging so as not to cramp their bodies in any way. When a full breath is taken, the chest, ribs, and abdomen are enlarged and expanded. Any tendency to raise the shoulders is a sign of bad breathing. These principles of music teaching are strictly applicable to the culture of the voice. If teachers would bear them in mind, their utterances would gain immensely in effectiveness.

In this connection it might be well to notice some things said about the accent of American teachers by Mr. John Gilmer Speed in a recent article in *The Criterion* upon "The Provincial R." Mr. Speed says:

"I have been at some pains to inquire how this bad habit of emphasizing the 'R' has spread so generally over the country, and I have come to the conclusion that the public schools are doing the pernicious business. That little knowledge which we have been taught to believe is such a dangerous thing is probably possessed by American public school teachers in more abundant littleness than by any other class of educated people in the world. These teachers are efficient, however, because they are American; and they are conscientiously zealous because they are women. Therefore, when they set out to do a thing they do it with all their might and main. Now, they find the letter 'R' in the alphabet; they see 'R's' sprinkled all thru the spelling books; they find them in all the readers and the other books which it is their pious duty to make the aspiring youth of the country pore over and absorb. It is there, they say to themselves and to one another, and it must be a good thing. Therefore they use it, and finding it to their liking, they use it with all their might and main. The cordial 'good-morning' of their grandmothers, and they were neither Irish, Scotch, nor Yorkshire, becomes from their lovely lips and assisting noses a forbidding and menacing 'good-mor-r-r-ing,' till an unsuspecting stranger would fear at least that his presence gave offense."

Such criticism is rather irritating. Is it at all warranted by the facts?

In England, as Elsewhere.

The trials of the young school teacher are very real ones and tho we may smile at the recollection in after years most of us can recall some experiences not unlike those of the young Englishwoman, a few of whose difficulties are related in *The Journal of Education*. The writer spent two years at a training college and looked forward to work in the schools as easy and pleasant. She went as senior assistant to a school in the lowest slums of one of the large English towns. She says:

"The fourth-year pupil-teacher understands her scholars thoroly; whereas they are a constant puzzle to the inexperienced assistant. Take an example. She comes to school in the morning, meaning to start fresh after yesterday's troubles. The children come in quietly, and sit like mice during the calling of the registers. Encouraged by the silence and meekness, the teacher determines to take up some serious subject in the Scripture lesson—one that she has postponed, perhaps, till she can hope for some degree of responsive reverence from the horde of young savages committed to her charge. At first the order is all that can be desired. Suddenly a girl sneezes; her neighbors on either side titter. The teacher thinks to check the merriment by an authoritative word; but another girl sneezes, and there is more laughter. In a few minutes the whole class is sneezing and giggling. It is evident that the sneezing is real; there is no humbug about it. The children's eyes are red, and tears are streaming down their faces. What can be the matter? The class is in confusion, and the unfortunate teacher is helpless. At this crisis the head mistress comes along. With a quick glance at the class, she says: 'Come out to me the girl who has *soda*!' A momentary hesitation, and then, amidst profound silence, ten or twelve girls bring out their lumps of *soda*."

But the pupils find it equally hard to understand a new teacher. If she is of a little different class from them she is "stuck up." The same young woman further observes:

"This knowledge was borne in upon me one day as I was strolling down the school lane—slowly, for the bell had only just begun; pensively, for school work makes one thoughtful. Two women were lying along the pavement, propped with their elbows on the stone, and their heads on their hands—an attitude much affected by the ladies of our neighborhood. As I passed they sat up and watched me. 'Oh, my!' said one of them, and the other responded with 'Lor!' The tone of these exclamations was unmistakable, and came to me as a revelation. With this hint to guide me, I soon discovered that the children also were imbued with the idea that their new teacher was a mass of affectation and arrogance—a subject rather for ridicule than for imitation. This may seem a trifle; but the difficulty becomes very real when the elder girls listen to your remarks as to their manners or their way of speaking with a contemptuous tolerance, looking upon them as the outcome of your 'funny notions,' and never dreaming of availing themselves of the help you wish to give them towards an advance in civilization.

"An example of this struck me during my first school term. I was asked to give a lesson on 'Personal Cleanliness' to the upper standards, and my head mistress cautioned me to make it thoroughly practical. 'Don't be afraid of what you say,' she urged; 'I want it to make a real difference in their every-day life.' Acting upon these orders, I referred, among other details, to the use of the tooth-brush. I asked them, in the first place how often it should be applied, and received the startling reply: 'Before and after every meal!' I felt dubious as to how far the dirty young ragamuffins before me lived up to this severely high standard. But the answer was solemnly given and quietly received by the class, so I accepted it, and gravely discussed the point. Afterwards I repeated the answer I had received to the head mistress, and asked her whether she thought they really had that ideal before them. 'Bless me, no,' she said. 'Most of them have never seen a tooth-brush; and as to meals, why, they are given a hunch of bread-and-butter and sent out to eat it in the gutter.' Then I saw how it was. They had been humoring me. They looked upon a tooth-brush as too high-flown an idea altogether; but, supposing that I wanted some marvelous answer of that kind, they were loth to fall short of my expectations."

Work of the Secondary School.

The *School Review* for September, contains comments on the report of the committee on college entrance requirements by several leading educators. The following are from Pres. David Starr Jordan, of Leland Stanford Junior university:

"The lines of work offered by the university are extremely varied in kind, and fitted to the differences which exist in the minds and purposes of students. The nature of preparatory work is equally varied. That which any given school can offer depends on many circumstances, and its two important qualities are fitness and thoroughness. Fitness is incompatible with a fixed curriculum of whatever sort, and thoroughness cannot exist without fitness. It is, therefore, true that no hard and fast course of studies can furnish satisfactory preparation for the varied courses of a modern university, nor to the varied kind of men who undertake these courses. Each secondary school must consider its own possibilities, the demands upon it made by its actual students, and do the best it can with these conditions. The principle of choice must be recognized, and whether this choice be made by teacher or by student, the course must be made flexible and adaptable.

"The secondary school of the future must decide for itself what subjects it will teach. Among these subjects the student must choose those fitted to his powers and purposes. The mistakes of election made by student or teacher are nothing compared with the mistakes made in a prescribed course, the parts of which were chosen before the student was born. In these matters the university should have nothing to say, at least nothing in the way of autocratic prescription. The secondary school should have in view the future demands of life on its own students. A student who is well prepared to enter on life, has not been spoiled by the work of any living university.

"But the university has the right to demand thoroughness in such work. Life makes the same demand with vigor-

ous insistence. Light work or work lightly done makes a poor preparation for life or for college. It is not the kind of preparatory studies which fixes the character of a student. It is the thoroughness with which the work is done. There is strength in mastery, and what is not mastered may as well be omitted. The university can build on any kind of a sound foundation, but the foundation must be sound. All kinds of preparatory work, if thorough and under competent teachers, may be safely accepted by any university. No harm is done if equal credit be given for equal time and effort, whatever the direction in which it has been expended."

Fatigue Among Pupils.

In a contribution on the subject of fatigue to the *Ohio Educational Monthly* for October, Mr. Edward D. Meek suggests that each day there is a process of "running down" in every human being. There is in some individuals a time in the afternoon when little energy is available, followed by a return of vigor later in the day. The feeling produced may be either that of fatigue or weariness, the former resulting from loss of energy due to exertion, the latter from monotony and lack of effort. Labor in some form is the chief cause of fatigue, which is harmful only when effort is stimulated beyond proper bounds.

Fatigue Signs.

A list of fatigue evidences is given which reads as follows: Physical signs—(1) angles of mouth depressed, (2) furrows across forehead, (3) eyes wandering, (4) coloration beneath the eyes, (5) white line around the mouth, (6) bluish spots on cheek and neck, (7) pulse unusually slow or rapid, (8) frequent attacks of headache, (9) awkward position of body, (10) neurasthenic voice, (11) unnatural action, (12) general appearance of depression. Mental signs—(1) lack of ability to give attention, (2) weakening of perception, (3) unreadiness and inaccuracy of judgment, (4) diminished power of insight, (5) loss of sensitiveness, (6) lack of self-control, (7) lessened work-rate, (8) lengthened reaction time, (9) deep sense of misery in the morning, (10) one or more insistent ideas which cannot be thrown off.

The writer does not claim that these signs always indicate fatigue. "Many of them," he says, "may often be traced to other causes. The effects of tediousness and monotony are shown more readily in children than in adults. Lack of enthusiasm and interest, loose methods of teaching and senseless practices in discipline bring about results which the unreflective often attribute to fatigue. Careless habits and a lack of economy of energy may produce a mental or physical condition similar to that caused by overwork.

Some Results.

"Mental effort retards the physical development of children, for they grow faster during vacation than they do when in school. On the other hand physical exhaustion weakens mental activity."

One of the most common results, Mr. Meek continues, is restlessness, tho this is not a reliable symptom in early life. Before the age of seven restlessness is rather an indication of healthful activity, altho enthusiasm and interest may conceal the effects of fatigue. The pupils of the best teachers may suffer because their faces glowing with interest show no indications of fatigue, while the poor teacher's pupil may be depressed by weariness and may develop habits of inattention without being exposed to similar danger.

The per cent. of fatigue produced by some of the subjects taught, according to Burgenstein read as follows: Mathematics, 100; Latin, 91; Greek, 90; gymnastics, 90; history and geography, 85; arithmetic French and German, 82; natural science, 80; drawing and religious exercises, 77.

In conclusion the writer says: "Teachers and parents should bear in mind that children must expend a great

amount of energy in performing acts which an adult can do almost automatically, or at least with very little effort. In acquiring skill of any kind the first movements require much more exertion than is needed later. The child must necessarily make repeated attempts with a comparatively great expenditure of energy to form some of the simplest habits. Meeting its obligations as a member of a school and accommodating itself to its new environment demand more effort than we usually think. Gradually the child accustoms itself to the prolonged and systematic exercises and feels less and less the strain of mental application. This indicates a diminution of effort brought about by the natural results of exercise and development.

"Within normal limits mental employment is decidedly beneficial to the child. Many children become happier and healthier after entering school, not only because the school supplies better physical surroundings, but also healthier activity for the brain."

Education of Girls.

This matter of what a girl's education should be is constantly under discussion, but it seems to be far from settlement as yet. A wise mother, whose reply to the question, "If you had girls of your own, would you give them the same education that you had, or would you try to improve upon it?" is quoted by Jeannie Josephine Starr, in *Good Housekeeping*, as saying:

"I shall make them (the daughters) feel the dignity of hand labor, and teach them not to despise household work, by beginning in early childhood to teach them to sew, to be orderly about their own possessions, to take the responsibility of some light household duty, and hold them to its correct fulfillment. When they leave school or college I shall entrust to them, by degrees, as much of the home management as possible; but I shall insist on an early acquaintance, in childhood and girlhood, with some details of home making; because, however brilliant a girl may be mentally, she needs the practical knowledge which the management of a home can best give, and if she acquires a distaste for household affairs thru lack of habit and training, no amount of brains will help her over the knotty problems of domestic life, till she learns how to do things herself, and an early training, acquired most unconsciously, will save hours of unhappiness. I know of so many college-bred women and teachers who loathe housekeeping, even in homes of their own, because they never learned how; while to me housekeeping, because I understand it, is an interesting occupation—one which forms but a single item in my daily interests, because I learned to systematize and then dismiss it."

One of Bro. Bardeen's "Fables."

A city teacher, who was kept in because she was in, had continual trouble with her pupils, her principal, and such parents of her pupils as she ran across, so that her only comfort was to rock after she got home and sing, "There is sweet rest in Heaven." But when she died and landed on the other side she was disappointed. The angels she met all seemed to be looking out for number one, and before noon she had four wordy quarrels with strangers. So when she found a former fellow-teacher she exclaimed, "Why, Jule, I can't see that Heaven is any more peaceful than our old 8th-ward school used to be." "Hush," said Julia, putting her finger to her lips, "this isn't Heaven."

This fable teaches that we are all likely to locate where we fit best, whatever hymns we sing.

—*The School Bulletin.*

Ye Nexte Thing.

In commencement and other addresses to schools it is clearly discernible to all who have ears to hear, that the dominant injunction to children is: Be educated that

you may achieve distinction as governors, judges, generals, admirals, congressmen, etc. Some day we hope to hear an eloquent sermon preached to school children from the words: "Be educated that you may get the utmost out of the talents God has given you, be they one, five, or ten." In a discourse of this kind it could be set forth with great force that he who does the duty which is next to him, be it in obscurity or in the highest station, is the man who is distinguished in the true sense. It should be taught to the children in every school that the humblest toiler may be doing the state more service than the most exalted ruler. For the measure of work is the faithfulness and skill with which it is done.

—EDITOR JOHN MACDONALD in *Western School Journal.*

Editorial Comment.

Mr. Vaile on President Hadley's Election.

If there is any large school in the country which has been a laggard in the upward educational movement, or a decided incubus, it is Yale university. There is no other educational institution so far as we know, so much in need of a revival, or rather of a general renovation. Whether President Hadley is a man of sufficient breadth and depth and strength of character to bring a great salvation to Yale remains to be seen. If he proves to be the man for the place he will certainly have to be more than a mere college pastor and an ornamental figure-head or loadstone to procure bequests.

Undoubtedly, Yale university is not the only institution which is and has been in sore need of this process. But we have seen instruction in Yale college class-rooms which would be a disgrace to any high school. The duty of improving or eliminating such teaching clearly belongs to the president, and he can execute it only by frequent presence in his class-rooms and by close personal contact with the individual members of his faculty.

Nothing else has done so much to bring the University of Illinois to the front within the last few years as the rigid, common-sense supervision of his faculty by President Draper. He has carried into his office as college president the spirit and the feeling of personal responsibility which he imbibed as a city school superintendent. Tho not an expert in many lines of scholarship, he knows what good teaching is when he sees it, and he feels the duty resting upon him to have good teaching and nothing else in his class-rooms.

It is to be hoped that Prof. Hadley will feel the situation as it really exists in his own institution, and that he will take a vigorous hold and see that the grade of instruction in Yale university is lifted to a reasonably efficient and acceptable plane.

The course of study in Yale also needs extensive overhauling. It has long been a discredit to the university and a disappointment to its patrons. The classics monopolize too much attention. The courses in science are not tempered to the needs of young men who do not expect to pursue the subjects as specialties in after life. The protecting influences thrown about the boys who enter Yale are not of that active, interested nature which parents have a right to expect from an institution of such extent and reputation. The chapel exercises, to say nothing of their obligatory character, have long been of such a stale and perfunctory nature that it is hard to find any Yale men who speak of them with gratitude or even respect. By all means, let them be abolished or made so interesting and uplifting that every man shall feel their effects.

The press dispatches announced that at the opening chapel exercises, in place of the reading of the scriptures and an extempore prayer by the president or his representative, which has been the custom from the foundation of Yale, if we are not mistaken, a college chaplain conducted a liturgical service, both he and the choir appearing in vestments, while President Hadley occupied one of the front seats in the body of the chapel. This is a sur-

prising innovation, and the friends of Yale, not in the secret wonder what it means. Is there not enough of warm every-day piety in President Hadley's heart to meet the needs of a warm heartfelt every-day service such as right-minded young men would enjoy? Are robes to be substituted for the earnest, genuine invocation which the beginning of a new day's work prompts in every manly heart? Or is this increased formalism a concession to the tradition that morning chapel must be maintained in spite of difficulties, altho confessedly all life and inspiration have left it?

—*Intelligence.*

Sympathy.

It is often remarked that absolutely nothing will serve a teacher as a substitute for a clear knowledge of the subjects taught. We would rather emphasize this than take exception to it, but if there is one quality which more nearly than another will make up for the lack of knowledge it is sympathy. It will cover up a mass of professional unfitness and a world of pedagogical ignorance. Happily the best professional qualifications are not inconsistent with this full sister to charity, and pedagogical study is apt to beget rather than destroy it; but let us be sure that whatever else we possess we have sympathy. A fine example of it was shown when Superintendent Soldan, of the St. Louis schools, instructed the teachers to exercise special care for the health and comfort of their pupils during the opening days while the weather was intensely hot. We have no doubt that hundreds of superintendents did the same thing, and that teachers generally have the physical welfare of students at heart, but there is little danger that this fine quality will be too much or too often praised, wherever we find it.—*The Inland Educator.*

The Salary Test.

The *Western School Journal* says:

"We protest against the statement that a teacher's worth is to be measured by the salary he or she may be receiving. Thousands of the best teachers in the land are, by circumstances, chained down to localities, hence are unable to seek wider fields and more adequate pay. The apostle Paul, we are quite sure, did not receive \$35 a month. Comenius and Pestalozzi were underpaid, and Dr. Arnold's (of Rugby) small salary cannot for a moment be taken as a measure of his services to his school and to mankind."

This is well said. Nevertheless, it gives the ordinary teacher an added power to add ten per cent. to his salary. The teacher who does better work on \$500 than another does on \$1,000 would do even better work on the higher salary.

It is not always the best teachers who get the most substantial rewards, but those who have the knack of taking possession of the best things are the men and women who are raising the salary standard of all good teachers. It is all very well to encourage the faithful who are underpaid, but it is a mistake to give the impression that there is any virtue in being underpaid.

The schools as much as the teachers, the country as much as the schools need to have more emphasis placed upon the importance of adequate salaries.

—*Journal of Education, Boston.*

Author of "Tom Brown."

The Archbishop of Canterbury at the recent unveiling of the statue of "Tom" Hughes at Rugby took pains to emphasize the intellectual inferiority of the man whom the company had assembled to honor. Mr. Hughes may not have had many talents—but what he had he made the best use of, and to such effect that long after His Grace is forgotten the name of Tom Hughes will be a household word wherever the English language is known. As the author of "Tom Brown's School Days" he revealed Dr. Arnold to the world in a way that no later writer has done. He has done more. He has purified and elevated the tone of the English public school.—*The Educational Review (India).*

Letters.

The Russian "Educational Messenger."

One of the best educational magazines published in Russia is the *Educational Messenger* (*Vestnik Vospitania*). It was started about ten years ago by Dr. Paxrovsky, the renowned teacher, and at the beginning was devoted to physical education chiefly. With the death of Dr. Paxrovsky, Dr. Michaeloff became editor of the magazine and its province was considerably extended. At present the subjects treated touch upon every problem relating to pedagogy. The September number contains accounts of some of the best pedagogical works recently published in English, German, French, and Italian. A discussion is given D. Philip's article "On the Teaching Instinct" (*Pedagogical Seminary*, March, 1899). There is also an extract from "Home and School Punishments" by Charles H. Sears (*Pedagogical Seminary*, March, 1899), an account of two German books, "Die psychologische Grundlage des Unterrichts," by Dr. A. Huther and "Die psychologische Grundlage des Lehrenden," by Dr. Phil. Jos. Geyser; a discussion on Bene's book, "La Suggestibilit  au point de vue de la psychologie individuelle," and an extract from an article published in *Il Pensiero Italiano*, entitled "La Morale Nella Senola a la questione sociale," by Angelo Sicchirollo.

Among the original contributions may be mentioned one on "The Method of Teaching Arithmetic," by G. Popperka, and two articles treating of the educational influences of Pushkin, the great Russian poet, the one hundredth anniversary of whose birth was celebrated a few months ago.

One portion of the *Educational Messenger* is devoted to comments upon current Russian pedagogical literature. The September number contains notes on a translation of Tracy's "Psychology of Childhood" and a review of the new "Encyclopedia of Home Education," published by the Parents' Society of St. Petersburg.

Among recent educational happenings some items are worth noting. The pedagogical society in St. Petersburg founded six years ago has already 1,250 members, an astonishing number considering the slow progress of other societies in Russia and the efforts of the government to hinder the spread of any new movement. The attempts made by some of the boards of education to introduce art collections in the gymnasias are gratifying since they show that aesthetic education is beginning to be appreciated. The minister of education is finding fault with the existing system of marking and its abolition is almost certain. These facts indicate that Russia is advancing and that education is gaining more and more ground. It is curious to note that the desire to introduce practical subjects such as manual training, agriculture, etc., in the public schools meets with great opposition on the part of the best educators.

BORIS BOGEN.

Hebrew Technical Institute, New York.

The Brookline Teachers.

I was interested in the notes on page 407 of THE JOURNAL relative to the training work done in Brookline, Mass. I visited this celebrated suburb of Boston a few years ago, and witnessed what is probably as scientific teaching as is done on the continent. It was plain that the teachers were not allowed to think, "Now we know it all"—the weak point in ninety teachers out of a hundred. Supt. Dutton has provided instruction for every Tuesday and Thursday for a half year already, I see. It is this position, that the teacher must be a student, that gives Brookline its importance.

Supt. Dutton has been known for years as an earnest searcher for educational truth; he is endeavoring, and with good success to get his assistants on the same platform. This is the position every superintendent must take who intends to score a success.

Brooklyn.

M. L. TOWNSEND.

The School Journal, NEW YORK AND CHICAGO.

WEEK ENDING OCTOBER 28, 1899.

How Long?

How long shall politics control education? A gentleman whose words are not to be doubted, recently gave an account of the inflation of certificates received by two teachers which shows what political pressure may sometimes accomplish. The original marks on examinations were below fifty, while after the screws were turned on by the politicians the standing was above the seventy mark. Not even a re-examination was required, but merely a change of figures. The superintendent simply struck out the study in which the teachers were marked the lowest and then they passed! Undoubtedly, many superintendents have known deeper wrongs, "But it is a startling revelation, nevertheless."

Laziness the Hindrance.

A very successful business man names laziness as the chief reason for failure in any line of work. On being asked to give a closer definition of laziness as he understood it, he said he meant lack of energy in pursuing the work one is engaged in, half-hearted devotion, in other words. The temptations of this laziness seem to have chosen teachers as their special victims.

Here are a few instances that will show what is aimed at: A graduate of a normal school was employed to take charge of the primary department in a Western city. A friend tried to have her salary increased, but the superintendent objected because, he said, it would not be just to advance her. (She spent her evenings in working fancy articles for the stores.)

Another normal graduate went from the school to the stores and offices of the town, more frequently a physician's office. Finally he studied medicine. A superintendency became vacant, he applied for it, but made a poor showing when questioned by the committee. Disappointed, he began the practice of medicine. Twenty-five years after he remarked, "I made a mistake in not giving my whole thought to my work in P—, for I liked teaching and I have found since I was never intended for a physician."

The Buffalo Election.

The council of school superintendents of the State of New York held a most profitable meeting at Poughkeepsie last week. The program arranged by the president, Supt. Henry P. Emerson of Buffalo, was intensely practical and of direct interest to those wrestling with the problems in the supervision and direction of schools. A report of this gathering will be given in a later number.

The chief topic of personal interest discussed in private was the election in the Queen City of the Lakes. Consensus of opinion was that if Buffalo should elect Mr. James F. Crooker she would deserve to have him. It is known thruout the land that the schools have made wonderful progress under Mr. Emerson's administration. At one time a reproach to the state, they are now considered as fairly up to the standard of large cities and every

year make a better showing. If results count for anything with the citizens of Buffalo, Mr. Emerson ought to be re-elected by a majority larger than ever before.

Parsimony of the Half-Day Plan.

How long will the borough of Brooklyn continue its makeshift plan of double sessions, using the schools for teaching one set of children in the morning and another in the afternoon? Has the local sentiment concerning public education degenerated so much that not sufficient funds can be obtained for the building of schools? Imagine little children being compelled to come early in the morning and take their daily instruction in one stretch, without the intermissions demanded by the simplest rules of hygiene! The afternoon children are loaded down with the additional burden of fatigue coming from the morning play or work at home or in the streets.

This preposterous system has been tolerated too long; there is no further excuse for it. If the board of education had been honest in the matter it would have demonstrated from the start that it was anxious to supply the pressing demand for new schools, and to let the so-called Swedish plan do mere temporary service and act, by its unpedagogical and sordid presence, as an impetus to more energetic haste in furnishing class-rooms. Instead of this the operation of the plan appears to have soothed the consciences of the local school trustees with the satisfaction of having supplied all the children of the borough with educational opportunities. The time has come for a vigorous campaign that will shake the people of Brooklyn into action.

And to the superintendents of other cities that are looking toward Brooklyn for methods of providing for the children kept out of school owing to lack of room, we say, Don't. No town can afford to continue unnecessarily the operation of measures that stint education.

"Deformed" Spelling.

There are those who term any change from the present spelling "deformed spelling." If such turn to the "Tale of Gamelyn" on which Shakespeare's "As You Like It," is based, and read:

"A steede ther was saddled smertely and skeet
Gamelyn did a paire spores fast on his fee t,"

or in Chaucer

"Smale fowle's maken melodie,"

or in Shakespeare's Hamlet (folio 1603)

"Doe not dull the palme—
Of every new unfledg'd carriage,"

they will conclude there have been many changes in the spelling of words. These will go on; no power can stop them. Probably all the writers cited above would shake their heads at the "deformed spelling" we employ. We note that all the objectors to the new spelling use the forms "labor" instead of "labour," "Savior" instead of "Saviour," etc., altho there are a good many of high literary attainments who consider these forms as deformities.

It is not at all remarkable that the teacher should object to simplification in spelling. The most obstinate opponents of all improvements in teaching have been teachers. When it was proposed to take formal grammar from the elementary school the teacher bitterly opposed it. The spelling of the English language is as cer-

tain to be followed by simplification as travel by horses by that of steam—time and strength are saved.

The "Something More."

The school committee of a New England town examined a candidate for the principalship of their much cherished school. He was asked a great many questions and yet they were not satisfied; the clergyman thought he was a good enough scholar, but something more seemed to be needed and they did not employ him. He was disappointed and decided to take up the study of law. The "something more" the committee had in mind was a body of knowledge and thought relating to the physical, mental, and moral development of human beings which in these days is usually comprised under the term *Pedagogy*. There is a great deal relative to the history of education that a teacher should know. What would be thought of a person who claims to be an artist and has never heard of any of the great masters in the domain of art. And yet there are many teachers who do not know Pestalozzi, nor Froebel, nor Horace Mann. Then there are principles in accordance with which mind is developed. Right courses of study reflect the order of mental development.

This is the field of thought followed in *Educational Foundations*. The teacher finds in it discussions relative to the professional problems that arise if he ventures at all out of the beaten track and considers the pupil more than a "passive recipient," a reciter of lessons.

Education and Crime.

The article by Mrs. Rebecca Harding Davis on education and crime published in the *North American Review* called forth considerable criticism, but no one attempted to answer her arguments with facts until Dr. W. T. Harris took the matter up. In the *Brooklyn Eagle* he says:

"Counting the persons in jail in the United States, it is found that the quota of the illiterate is nearly or quite, eight times as much as the quota from an equal number of persons who can read and write. For instance, the statistics of the Detroit jail for its first twenty-five years show 40,388 committals, of whom 11,686 could not write. In the total population of the state less than 5 per cent. were illiterates. Five per cent., therefore, furnished 11,686 committals, and the other 95 per cent. of the population furnished 28,652. In other words the illiterates furnished eight times their quota of criminals for the jail. The report of the Detroit jail for 1887 contains the statistics on this subject.

"Nearly all the schools of this country and in England lay more stress on good behavior than they do upon learning lessons. In fact, some schools with poor methods of instruction in spite of that do a great deal of good, because they teach children how to behave in public. By insisting on regularity, punctuality, silence, and industry in the school-room they secure a quality of self-control on the part of the pupils which no other means can accomplish so well. People in England who are studying this matter seem to think that the great falling off of criminals in the jails, namely, from 128 in every 100,000 in 1880 to only 68 in every 100,000 in 1890 is due to the wholesome effect of the schools.

"Extensive investigations were made in 1870 by the bureau of education on the same lines. The prisons and jails of seventeen states, fourteen of them being Western or Middle states, reported 110,538 prisoners. Of these 27,581, or almost exactly 25 per cent., were illiterates. Attention being called to the fact that three-fourths of the prisoners could read and write and had had some schooling, the same claim now put forth by Mrs. Davis was made—that education promotes crime. But in this case the numerators were compared and the denominators neglected, for in the seventeen states the average illiteracy of the population was about 4 per cent. This 4 per cent. of the population furnished 25 per cent. of the criminals, and the 96 per cent. who could read and write furnished only 75 per cent. The illiterates, therefore, furnished more than six times their quota, while those who could read and write supplied one-fifth less than their proper quota.

"The school impresses upon the pupil the constant necessity of considering the ideal of good behavior, and the boy in school for many months in the year acquires this as a habit; it becomes second nature. Of course a person who has acquired the habit of regulating his conduct by an ideal must carry this habit into the whole range of his life and modify it to some advantage. Education is far from stimulating evil instincts, but on the contrary serves to suppress them."

One of the foremost artists of to-day is Mr. C. D. Gibson. He tells this story about himself and his struggling days. He made a sketch and took it to an editor who accepted it and paid him four dollars for it. Mr. Gibson began to figure out that he could make five such sketches in a day and thus earn \$6,000 per year. He hurried home and made five sketches and took them to the same editor who handed them all back, saying that more time and labor must be put into them. This lesson made a deep impression upon Mr. Gibson who, to this day, is a most careful worker. A single wrong line causes him to tear up the paper and begin again. Friends may praise the work, but he will point out details which might be improved. The five-dollar picture receives as much of his painstaking attention as the fifty-dollar one. He remembers the stage in his life when money was his first consideration; he has passed that; it is excellence that he aims at now.

A Note of Thanks.

The end of twenty-five years of editing THE SCHOOL JOURNAL was marked by the issue of a comprehensive number on June 24, 1899, consisting of 128 pages. A brief review was given of the aims and purposes I had entertained at the outset. This brought many letters to me from educators, congratulatory, friendly, and reminiscent, which will be bound in a volume and ever regarded as a precious keepsake. I should be glad if it were possible for me to write a letter to each one in return. The best I can do, however, in this place is to beg each writer to be assured that every word of his letter was read with deep feeling. I have held the opinion that there is a dearth of gratitude and appreciation in the world; these letters show me to be one of the fortunate ones who have received a goodly share of both. AMOS M. KELLOGG.

The Busy World.

Great Powers Hostile to Great Britain.

There is no doubt the attitude of the great continental powers—Germany, France, and Russia—to Great Britain is hostile. Rumors are persistent to the effect that they will intervene after a few battles with the Boers. If Germany should initiate the movement, it is stated that she would not only have the moral support of France, Russia, Italy, Belgium, and Holland, but the material aid of those nations in the presentation of a demand for a cessation of hostilities and the adjustment of the South African difficulty by arbitration.

The interference would not be a friendly one. It would not resemble the formal and perfunctory call on President McKinley made by the European representatives here prior to the Spanish war, but would be a movement made for the purpose of annoying Great Britain. Russia's opportunity for aggression in China, either to control the Pekin district or to gain an outlet to the Arabian sea, is obvious. France desires to extend her possessions south from Abyssinia, and must have her revenge for the Fashoda affair. Italy blames Great Britain for her failure to secure the session of San Mun bay, while Germany has ambitious designs on China and elsewhere which the British have more or less thwarted.

Great Britain realizes the danger and is preparing for it. She has sent her channel squadron to Gibraltar and combined it with the Mediterranean squadron in order to check the Italian navy. The United States, it is said, in case of trouble, will openly show every sympathy for Great Britain, but the only assistance will be the furnishing of commercial advantages.

Two Victories for the British.

Severe fighting occurred near Glencoe in Natal, beginning October 20, between the Boers under Gen. Joubert and a part of the British forces. The Boers holding a position on Smith's Hill began shelling the British camp. The British artillery replied effectively, and one after another the Boer guns were put out of action. Then the British infantry advanced to the hill under the cover of the artillery. The infantry scaled a wall and mounted the height, the Boers in the meantime defending their position with the utmost stubbornness. After eight hours of fighting the Boers gave way, and their position on the hill was occupied by the British.

A detachment of the British troops had a battle with the Boers at Elandslaagte on October 21 and defeated them with heavy losses. Gen. Jan H. U. Kock, the second in command of the Transvaal army, was wounded and captured and afterward died. Piet Joubert, a nephew of Gen. Joubert, was also wounded and captured. The loss of the Boers in the fighting around Glencoe is estimated at about 1,600; that of the British about 400. Gen. Symons was severely wounded.

Information having been received that the Boers had established themselves in considerable numbers in a strong position west of the main road leading from Ladysmith to Dundee, Gen. White sent out a strong force to cover the movement of Gen. Yule's column which was falling back on Ladysmith. By a swift march to the south, leaving Glencoe empty, Yule effected a junction of his forces with those of Gen. White, and the two are now in a position to offer battle. The first attack will probably be made by the Free State force that entered Natal by way of Tintwa pass. If the British are successful against this army they will then attack Gen. Joubert's force which is only forty miles away.

Russia Agrees to Arbitrate.

Russia at last has agreed to arbitrate with the United States the claims resulting from the seizure of sealers in the Bering sea, which have been pending about eight years. A protocol between the two governments has been drawn up, the final formalities are expected to be

closed next month, and the arbitration will probably take the form of the Venezuelan court. This agreement is a practical illustration of the friendliness of Russia and the United States, and completely refutes the claims of those who have maintained that we have aroused Europe's hatred by our close relations with Great Britain.

Alaska's Boundary Line.

When Secretary Hay returns from the West, preparations will begin at the state department for the completion of the *modus vivendi* relating to the Alaskan boundary. The purpose of this effort is to regulate the boundary line on the west side of the Lynn canal. The line of demarkation has been placed on Chilcoot and White passes, right at the top of the passes, and there has never been the slightest friction at those points. But because of the fact that the westernmost of these passes, namely Chilcoot pass, is fully forty miles from the sea, the same rule cannot be applied there by the Americans without great loss. Therefore the line of demarkation will run along the Klehona river from a point near Kluckwan across a mountain peak on the southwest. The effect will be to give the United States control of the tidewaters, the British being fifteen miles above; to maintain American control of the new and important Porcupine country, and lastly to save the rights of all American miners who are now on the Canadian side of the line.

Canada's Plea for Reciprocity.

The International Commercial Congress met October 16 at Philadelphia. J. P. Allen, of the Toronto board of trade, called attention to the questions of transportation between Canada and the United States. He said that Canada had removed all the natural obstructions in the great waterways in Canada reaching to the United States, so that now there is an unobstructed water route to the great lakes for the largest vessels. On the other hand, the canals of the United States are closed in many material ways to the free use of Canadian commerce. Canada cannot ship even a barge to New York without breaking bulk and reshipment at the border. A resolution was unanimously adopted that the world's commerce would be benefited by the United States extending to other countries the same freedom of trade that those countries extend to the United States.

Insurrection in Colombia.

The republic of Colombia is taking her turn at revolution, her sister republic (Venezuela) having just had a period of disorder. Three departments are in insurrection, tho the city of Panama is as yet unaffected. The Marblehead will probably be sent to Panama, while the Detroit will go to Colon if she can be spared from Venezuela.

Fighting Near Cavite.

Some pretty sharp fighting has occurred lately in the vicinity of Cavite, south of Manila. Recently, Gen. Schwan's column advanced from Bacoar, and occupied Cavite Viejo and Noveleta. Near Noveleta two sharp fights occurred, resulting in the enemy being driven back in each case. The marines and naval forces co-operated with the troops. The gunboats Wheeling, Petrel, and Callao lay off the shore near Noveleta, and threw shells into the town and Santa Cruz for an hour, preparing the way for the marines to land. The marines then drove the insurgents from their trenches and dispersed them. A battalion of the fourth infantry also had a brisk fight with a large force of rebels near San Nicolas, and forced them to retreat.

Opposition to a Polygamist.

The women are taking vigorous action against the seating of Representative-elect Roberts from Utah, on the ground that he is an avowed polygamist. Religious questions should have no bearing on the qualifications of members, but this, it is claimed, is not a religious question. Roberts is living in open violation of the laws and constitution of the state which he claims to represent.

(Continued on page 434.)

The Educational Outlook.

A Cornell Possibility.

ITHACA, N. Y.—The authorities of Cornell have calculated "the length of time necessary for a man to take all the courses offered" at the university. It was found that about 548 courses are offered annually. On a fair average a good student will complete five courses in one year. It would therefore be possible for him in 110 years to take all the courses offered when he was a freshman. But only the elementary courses are repeated from year to year; the more advanced are varied as, for instance, Shakespeare may this year be studied instead of Chaucer as last year. Half the courses offered each year are new. Consequently for every year a student remained fifty-five years more of life would be demanded to enable him to catch up with his opportunities. At the end of the 110 years he would find it necessary to study 6,050 years more to cover the courses missed in the meantime.

New Englanders Gather.

CAMBRIDGE, MASS.—The meeting of the New England Association of Colleges and Preparatory Schools was called to order by President Eliot. The topic of the first day was presented by Rev. Endicott Peabody, of the Groton school, who spoke on "The continuance of the moral influence of school thru college and thru life." Other addresses were delivered by Pres. John F. Goucher of the Women's college of Baltimore on "The advisable difference between the education of young women and that of young men," by Dr. William Gallagher, of Thayer academy, who thought that whatever was good for boys must be good for girls. In the evening Prof. Woodrow Wilson spoke on "Spurious versus real patriotism."

Newark's Marking System.

NEWARK, N. J.—A system of marking pupils intended to be comprehensible to every parent is now being applied to the public schools of Newark. A single, terse personal message will be sent by the teacher to the parents of each child, setting forth the most striking fact respecting the child's work during the month then closing. The system is thus described in operation by the Newark *Call*:

"The teacher will say, for instance, that Charles is improving in his weakest study, Charles is learning to spell correctly, Charles is not doing so well as formerly, and so on. The superintendent suggests that the messages be, in so far as is consistent with the child's record, favorable, for this will tend to encourage the parent. Of course when the child fails to come up to the standard and is plainly in need of home stimulus or correction, the message should set forth the essential fact. The child will no longer be ticketed or labelled 'S' or 'N,' which may mean much or little, according as the parent understands it. Supposing a child is quite good in some subjects but is so far behind in others that he has to be marked 'N.'"

Depotment finds no place in the new system. If a child is unruly he must be dealt with in other ways than by marking. But the father may be told of the fact in the monthly message and be urged to co-operate with the teacher in wise reformatory measures.

Some Newark principals have made the general comment that it will severely tax the teachers to fix on forty or fifty comprehensive sentences which shall justly apply to as many pupils. But the habit of summarizing grows by exercise and has a distinct value as a mental discipline. The personal message idea has been adopted by the committee of principals as a compromise and as a supplement to the existing "N and S" (not satisfactory, satisfactory) system of marking.

Gifts to Education.

The will of the late C. J. Stille, formerly provost of the University of Pennsylvania, leaves the income of his property to his wife, but on her death it is to be divided into three equal parts for Yale university, the Historical Society of Pennsylvania and a Philadelphia church respectively. The estate is valued at \$150,000. The money given to Yale is to be used for undergraduate instruction in history and political science.

Museum of Educational Tools.

The beginnings of the educational museum, established by Dr. De Garmo as an adjunct to his department of the science and art of education at Cornell, are full of promise for the future. The appropriation of last year, the first made for this specific object, was spent in preparing suitable cases to hold material. The latter is at present of two kinds: an exhibit of the material instruments used in instruction, chiefly modern text-books in elementary and secondary subjects, and maps, charts, and apparatus of various kinds; an exhibit of the products of school work, chiefly in drawings, examination papers, sewing, and manual training in wood and iron.

The exhibit of text-books consists of over 400 samples of the best and latest of these works. No books of earlier publication date than 1890, unless of peculiar excellence, are on the shelves. These books are frequently referred to in connection with instruction, and are constantly examined by students.

It is certain that in subsequent years the museum will become a valuable auxiliary to the study of education.

Illinois State Certificates.

SPRINGFIELD, ILL.—A circular recently issued by State Supt. Alfred Bayliss outlines the requirements for the issuance of five-year and life certificates in that state. For the former it is necessary to pass satisfactory examinations in reading, orthography, arithmetic, English grammar, geography, United States history, civil government, including the constitution of Illinois, pedagogics, with an original essay on some topic connected therewith, to be suggested at the examination, school law of Illinois, algebra, plane geometry, physics, physiology and anatomy, botany, zoology, general history, and English literature.

For a life certificate the candidate will be examined in subjects required for five-year certificates, and in one group of the following elective groups: group of mathematics, including algebra, geometry, trigonometry, physics, and astronomy; group of sciences, including botany, zoology, geology, and chemistry; group of languages including Latin, Greek, German, and French, two of these to be selected by the candidate.

Theses for 1900 must be filed not later than April 30, and may be offered on any one of the following subjects: Value of the Normal School among Educational Institutions, Problem of the Correlation of Studies, Educational Value of Mathematical Studies, Free Public School as a Social Institution, Purpose and Method of the High School, Importance and Means of Improving the Rural Schools.

The work in each of the subjects of examination will be rated on a scale of 100. For the five-year certificate, the requirement is an average of 75 with a minimum in any branch of 70. For the life certificate the average required is 80, with a minimum in any branch of 75. Examinations will be held July 31 to August 3, 1900, at the department of public instruction, Springfield; the University of Illinois, Champaign; the State normal schools at Normal, Carbondale, De Kalb, Charleston, and Galesburg.

Harvard at the Exposition.

Harvard will have a generous place at the Paris exposition. By the aid of charts and pamphlets there will be set forth the development of the college elective system in the law school. The exhibit of the Harvard observatory will represent the work of the United States in astronomy. Among the collection of photographs of heavenly bodies will be the stellar charts and photographs of stellar spectra produced with the aid of the great photographic telescope now in South America, the gift of Miss C. W. Bruce, of New York.

There will also be an exhibit of glass photography illuminated by electricity. The part that Harvard will play in astronomy at the exposition is made doubly important by the probable meeting in Paris next summer of the Astro-photographic congress.

Textile Arts by Correspondence.

There are now five textile schools in operation in New England. In the cotton mills of America there are many men working in one department or on one machine who know nothing of other departments. Yet they are well aware that unless they obtain this knowledge they cannot hope to be promoted to positions of responsibility, yet they have not the means to attend a regular textile school. To meet this modern need the "American Correspondence School of Textiles" has been established. Students are enrolled from every manufacturing state in the Union and from Canada, England, and India. Instruction papers are printed and issued to each. If a machine be the subject, the principles of its construction, its objects, the use of each part and each motion, and the method of operating it are explained. Diagrams and elevations are issued as supplements and as the best possible substitutes for the machine itself.

Regents' Councils.

ALBANY, N. Y.—The four advisory councils have been completed by the chancellor of the university of the state. The convocation council includes Brother Justin of Manhattan college, Chancellor James R. Day, of Syracuse university, Supt. John Kennedy, of Batavia, Prin. Thomas O. Baker, of Yonkers high school, and Prin. W. C. Joslin, of Clinton Liberal institute.

The college council consists of Pres. Boothe C. Davis, of Alfred university, Pres. J. G. Schurman, of Cornell, Pres. J. M. Taylor, of Vassar college, Dr. Nicholas Murray Butler, of Columbia university, and Pres. R. E. Jones, of Hobart college.

The members of the academic council are Prin. Thomas O. Baker, of Yonkers high school, Prin. D. C. Farr, of Glens Falls academy, Prin. Byron G. Clapp, of Fulton high school, Prin. O. D. Robinson, of Albany high school and Prin. John F. Glavin, of St. John's Academy, Ren-selaer.

The library council includes Messrs. C. A. Nelson, of Columbia library, J. N. Larned, of Buffalo, J. S. Billings, of New York, J. E. Brandegee, of Utica, and Miss M. E. Hazeltine, of Jamestown.

The state regents announce that new public library enter-

prises have been undertaken at Honeoye Falls, Franklinville, West Hebron, Ghent, Harrittstown, Essex, Andover, Ovid, Lodi, and Remsen. Binghamton, which, with a population of 45,000, has no public library except the city school library of a few thousand volumes cramped up in one of the ward school buildings, is being roused to the importance of a public library in a properly equipped building of its own. In the eight western counties of the state, a comparison has been made between the free public library conditions of 1894 and 1899 which shows that the free libraries have increased from 53 to 77. Their books have increased from 81,330 to 280,468, and the free circulation from 146,904 in 1894 to 1,159,374 in 1899. The Buffalo public library alone which was made free in 1897, circulated 768,028 volumes in the last year. The entire district circulating an average of 402 books daily five years ago, now circulates daily 3,176.

Professor Earl Barnes on English Education.

Prof. Earl Barnes delivered a lecture on "The New Educational Movement in England," before the School of Pedagogy, New York university, in which he gave a summary of the researches and observations which he has made during the last twelve years, and particularly during the last two years, when he was resident in England.

Twelve years ago he found that the condition of elementary and secondary education in England was almost hopeless. Five years ago at the end of a residence of several months in London, he noticed a considerable change in the popular and official attitude toward schools. To-day he finds England undergoing a great revolution in all educational affairs. This revolution he regards as the greatest which has taken place in any civilized country. The upheaval in the last few years is everywhere clearly noticeable. The material equipment of schools and the preparation of the teaching body have been immeasurably improved.

He reminded his audience that our American students of education have flocked to Germany, simply because educational theory is there worked out and minutely applied to school-room details. In contrast with the modern tendency to embrace Teutonic conceptions, he advised educational students to pay attention to the educational movements now going on in England. The national life and spirit in the latter country are much more similar to our own.

Professor Barnes regards the great educational problem, not as that of child psychology, nor that of teaching arithmetic or of reading; but rather, it is the preparation of the growing human being to meet the conditions of its environment. Thus social, political, ethical, religious, intellectual, esthetic, and judicial factors are far more important in educational work than the "gradgrind" of a school-room. "We the teachers are the new priesthood, the new church, the present leaders of civilization. England is profoundly suggestive from this point of view, for it has no educational theory; it has nothing which can be presented to a student to be packed away in his notebooks.

The speaker emphasized three great aspects of the national life. England is a country of castes. The dividing lines in society run thru everything. Without a recognition of this basic factor, the student cannot hope to understand educational problems. In England this caste demarcation is most evident in the family life. The Englishman lives pre-eminently in his home. A newer democracy, however, is gradually working its way into English activities.

The second great factor which determines educational developments is the Established church. It is hard for an American to understand the great social hold and theoretical grasp which the Established church exercises over the life of the Englishman.

The third factor which must be considered in connection with educational changes in England is the Englishman's great love for that which is and has been constituted. The Englishman has a profound distrust of theory. If one theorizes too much one is thought incapable of prudent action. Logical absurdities have no force. Even if logically absurd, established rights are preserved unmodified.

The speaker's special interest was in observing how educational conservatism is gradually being broken down, for the lower grades to the universities. Cambridge and Oxford are the great conservative forces in the nation. Secondary education is the real educational problem in England at the present time. There are no free common high schools in the American sense of the term. The so-called elementary schools, in violation of law, have been adding one and two years of supplementary work in what we should in this country regard as grammar grade subjects. Secondary education in England is supposed to be determined not by the subjects taught, but by the age and capacity of the pupils.

Private schools are firmly rooted as elements in the social system. Public schools with splendid equipments and well trained instructors are still avoided by members of "polite society" who continue to send their children to maiden ladies who have neither capacity nor preparation. Heads of families, brave in every other circumstance of daily life, dare not offend social convention in this particular. This evidence of caste feeling will continue to influence educational progress for many years.

In and Around New York.

At the age of eighty-five, William H. Appleton, the president of the house of D. Appleton & Co., since 1848, died on October 19 at his home in Riverdale. Mr. Appleton was the last of that distinguished company of publishers who laid the foundation of New York as a publishing center in the second quarter of the present century. The success of his undertakings was due to his personal courage and convictions. He devoted much attention to the publication of school books and of scientific works. His issue of the works of Darwin, Huxley, Spencer, and Tyndall exposed him to much censure, but time has brought about a change in sentiment. Mr. Appleton's long life was one of unceasing activity as a student and business man. An ample notice of his career will appear in the next issue of THE SCHOOL JOURNAL.

The New York Society of Pedagogy will follow the precedent established last year of holding its classes in different centers. The subjects to be considered this year include illustrative blackboard work, practical mature work adapted to the limitations of city schools, history of education, nineteenth century pedagogy methods, arithmetic and English. In addition, monthly talks will be given by Ossian H. Lang and Professor Judd, of New York university. Members of the society will receive circulars in the course of two weeks outlining the methods and subjects to be pursued.

The growth of the People's singing classes under the direction of Mr. Frank Damrosch, justifies the confidence expressed by its organizers, in a permanent popular interest in music. In seven years the movement has developed from a single class to a total average attendance each week of 1,985 students. A reception was given last Tuesday to Mr. Damrosch and the teachers and officers, by the second district of the People's Choral Union.

Dr. Charles E. West, of the Brooklyn Heights seminary, is still hale and hearty, tho he entered upon his ninetieth year last February. He was one of the first teachers in the country to introduce anything beyond English, arithmetic, penmanship, and manners into the curriculum of study in girls' schools. His teaching of mathematics and science at Rutgers female seminary, of which institution he took charge in its first year, was regarded as a wonderful innovation.

The regular monthly meeting of the Jersey City Teachers' Association has been postponed to November 1. Dr. Eveleth, of school No. 20, will then give a lecture on "Some Facts about German Schools."

Brooklyn Teachers Assessed.

Dissatisfaction has resulted from the methods by which the arrears of increased salaries for October, November, and December, 1898, were paid on October 17, to the Brooklyn teachers. The checks were sent to Comptroller Coler last January, and the matter was referred by him to the corporation counsel. Mr. Whalen held that the legislature had no power to direct the expenditure of money appropriated for a different purpose, and the checks were not signed.

On September 15, President Robertson, of the Brooklyn school board, and Mr. Bamberger, of the law department, addressed the Brooklyn Teachers' Association. They suggested that individual suits be brought, and that the teachers agree to pay ten per cent. of all moneys collected to William C. De Witt, for his services as advocate. Less than a week later Mr. Whalen withdrew his objection, and the teachers were called upon to pay collectively about \$20,000 from the \$2,000,000 distributed among them. How did the attorney earn his fee? is the prevailing question.

Experimental School Organized.

An experimental school on Broadway near 128th street under the supervision of the department of education has been established by the trustees of Teachers college. This step will free the Horace Mann school from practice teaching by students, and at the same time will provide means for experimental study in school organization, hygiene, and methods of study. The Horace Mann school will be developed as a school of demonstration. The experimental school will give instruction to kindergarten and primary grades and to classes in domestic art and science.

Jersey City.

Seven night schools opened Monday, October 16. There was a very large registration and the best attendance thus far known. Pupils had to be turned away from some of the schools for lack of teachers.

The mayor and board of finance have again taken up the question of a new high school. It is proposed to issue bonds for \$300,000, this amount to cover cost of site and building. Several locations in the hill section have been inspected but none have as yet been decided upon.

The next meeting of the New Jersey State Teachers Association will be held in Jersey City, Dec. 27, 28, and 29 next. The session will be held in new school No. 1, which has a commodious hall seating about 1,000. The building is favorably situated, being within easy walking distance of the railroad

station, and is passed by all lines of cars in the city as well as those from Newark and the Oranges. All cars from the Hoboken and Erie ferries and from North Hudson and Paterson transfer direct to the building. The local teachers association have the matter of entertainment and accommodation in charge, and are sparing no pains to give a royal welcome to the teachers of the state. President Haven will very soon issue a preliminary program giving many points of information about the meeting.



Interesting Notes from Everywhere.

It is regarded as a certainty that the revised schedule of teachers' salaries will go into effect in Philadelphia, next January. The increase in the salary item will amount, in 1901, to about \$250,000 and at the expiration of ten years it is estimated that the total amount will be about \$1,000,000 greater than under the present schedule.

At the July intermediate examination of the University of London, for the first time in its history the number of candidates in science was greater than in arts. This change in the relative number of candidates is attributed to the fact that the demand for science teachers in colleges and schools is greater than for teachers of classics and mathematics, and that the remuneration of the former is better than that of the latter.

NEWTON, MASS.—The new superintendent of schools, Mr. Fifield, has arranged with the local weather bureau of Boston to send him every morning a report of the "probabilities." In this way a decision may be readily made as to the advisability of closing the schools on stormy days. The "no school" signal will be sounded when the report warrants it.

SOUTH BETHLEHEM, PA.—The address on Founder's day at Lehigh university was given by Dr. Robert Ellis Thompson, of Philadelphia. In commenting on the changed status of the American university he said: "As men once looked to the university for a verdict of freshly mooted theories of literary and of philosophic speculation, so they now look to them for light and leading in the arts of industrial life."

BUFFALO, N. Y.—Several spirited discussions marked the triennial meeting of the principals of Erie county. "Manual Training" was presented by Prin. W. S. Steele, of Springville, "Music in the Public Schools" by Miss Mary L. Harvey, of New York, "The Principal as a Citizen" by Prin. A. K. Hoag, of Orchard Park, and "High School Supervision" by Prin. D. B. Albert, of Williamsville. Head Inspector Wheelock discussed problems arising from the new regents syllabus.

CHICAGO.—Alumnae of the University of Chicago, have started a loan library for the purpose of supplying needed text and reference books, at a nominal rental, to students unable to pay the purchase price.

Teachers bound for state meetings are to receive the benefit of a uniform reduced rate. The Western Passenger Association has decided to grant for these meetings a rate of one and one-third fare on the certificate plan.

PHILADELPHIA.—Education for business life was discussed by Pres. Low and President Eliot at the International Commercial Congress on Oct. 20. The latter emphasized the value of a mastery of the French, German, and Spanish languages as working tools in a mercantile career.

President Harper, as chairman of the committee appointed by the National Educational Association to make an investigation of the project for a national university has issued a call for a meeting of the committee to be held in Washington on Nov. 2. The committee will complete its report in time to present it to the association in June, 1900.

The Central Art Association has come to a distinguished place as a national organization for the promotion of art among the people. It stands in the same relation to art as university extension does to higher education. Mr. James Lane Allen is the president of the association and its exhibition rooms are in Chicago.

JACKSONVILLE, ILL.—Several hundred instructors attended the ninth annual meeting of the Union Teachers' Association, of the counties of Green, Morgan, Scott, and Pike. Pittsfield was named as the next meeting place.

A new fellowship in Semitic languages will be founded at Johns Hopkins university as soon as Dr. Paul Haupt returns from abroad. Mrs. Bertha Raynor Frank and Mr. Albert W. Raynor, of Baltimore, offered recently to found such a fellowship in memory of their father.

Southwestern Ohio Teachers' Association gathered at Hamilton, October 21, where the inaugural address on "The Emancipation of the Teacher's Profession" was delivered by Dr. W. N. Hailmann, of Dayton. Dr. Arnold Tompkins, of Normal, Ill., spoke on the "State Normal School," and Dr. Boone, of Cincinnati, on "The Newer Education."

Important Educational Meetings.

Oct. 31.—Southwest Ohio Teachers' Association, at Hamilton.

Nov. 1-3.—Oregon State Teachers' Association, at La Grande. Sec'y, Prof. G. A. Peebles.

Nov. 2-3-4.—The Southwestern Iowa Teachers' Association, at Creston.

Nov. 24-25.—Wisconsin Teachers' Association, at Milwaukee. Pres., Supt. R. E. Denfield, Duluth. Sec'y, N. A. Harvey, Superior.

Nov. 11.—Conference of New York State Society for Child Study, at New York City Normal College (afternoon and evening). Sec'y, Edward Franklin Buchner.

Nov. 24-25.—Massachusetts Teachers' Association, at Boston. Secretary, Mr. Lincoln Owen, Boston.

Dec. 1-2.—Association of Colleges and Preparatory Schools of the Middle States and Maryland, at the state normal school, Trenton, N. J.

Dec. 17-19.—Iowa State Teachers' Association, at Des Moines. Sec'y, Carrie M. Gooddell, Corydon.

Dec. 26-27-28-29.—Indiana State Teachers' Association, Indianapolis. Pres., W. H. Glasscock, Bloomington; sec'y, J. R. Hart, Lebanon.

Dec. 27-29.—Southern Educational Association, at Memphis, Tenn. Pres., Junius Jordan, Fayetteville, Ark.; sec'y, P. P. Claxton, Greenboro, N. C.

Dec. 27-29.—Montana State Teachers' Association, at Helena. Sec'y, Miss Lillian Carey, Boulder.

Dec. 26-28.—Illinois State Teachers' Association at Springfield. Pres., Albert G. Lane, Chicago; first vice president—J. D. Shoop, Paris; sec'y, Joel M. Bowley, Carbondale; treas., Walter R. Hatfield, Pittsfield.

Dec. 26-28.—Kansas State Teachers' Association, at Topeka. Sec'y, Miss Helen Eacker, Minneapolis, Kan.

Dec. 26-28.—Minnesota Educational Association, at St. Paul. Pres. J. D. Bond, St. Paul; sec'y, W. G. Smith, Minneapolis.

Dec. 27-29.—Maine Pedagogical Society, at Bangor. Sec'y, Prin. R. E. Cole, Bath.

Dec. 27-29.—North Dakota Educational Association, at Grand Forks. Pres., W. L. Stockwell, Grafton; sec'y, Geo. Martin, St. Thomas.

Dec. 27-29.—Missouri State Teachers' Association at Jefferson City. Pres., Dr. R. H. Jesse, State university, Mo.; sec'y, Supt. O. H. Stigall, Chillicothe.

Dec. 28-29.—New York State Science Teachers' Association at Syracuse. Sec'y, James E. Peabody.

Dec. 27-29.—New Jersey State Teachers' Association, Trenton. Sec'y, L. C. Wooley, Jersey City.

Holiday Week.—Conference of New York State Associated Academic Principals, at Syracuse. Pres., D. C. Farr; sec'y, S. Dwight Arms.

Holiday Week.—Conference of New York State Grammar School Principals, at Syracuse.

Holiday Week.—Colorado State Teachers' Association, at Denver. Sec'y, F. J. Francis, Denver.

Holiday Week.—Convention of New York State Commissioners and Superintendents, at Syracuse.

Executive Committee, Miss Martha Buck, Normal university, Carbondale; David Felmley, Normal university, Normal; E. G. Cooley, principal, Township high school, LaGrange.



Educational Articles in Current Magazines.

American Literature.—Prof. J. Scott Clark. *Educational Foundations*.

Kindergarten and Child.—Elizabeth Harrison. *Inland Educator*.

Conditions of Apperception.—Karl Lange. *Educational Foundations*.

Facts of Adolescence in their Bearing upon Education.—Sanford Bell. *Indiana School Journal*.

Fear of Over-Education.—Alexander Sutherland. *Nineteenth Century*.

From Feelings to Intellect.—Dr. W. T. Harris. *Educational Foundations*.

Evolution of Business Education.—T. O. Crissy. *New York Education*.

Mathematics for Children.—M. Laisant. *Popular Science Monthly*.

Minor Problems of the School Superintendent.—Frank A. Fitzpatrick. *Educational Review*.

Philosophy at Oxford.—F. C. S. Schiller. *Educational Review*.

Practical Child Study in the Chicago Schools. *Child Study Monthly*.

Psychological Methods.—Prof. Hugo Muensterberg. *School and Home Education*.

Recent Changes in Secondary Education.—Pres. Charles W. Eliot. *Atlantic Monthly*.

Teaching of Mathematics in the High Schools.—Dr. E. S. Loomis. *Education*.

The Nineteenth Century.—William E. Chancellor. *Educational Foundations*.

Training of the Will.—Dr. John E. Bradley. *Education*.

November's Meteor Procession.

The national appetite for the splendor of parades is destined to find a new and lasting satisfaction in the procession of meteors scheduled for November 15. Miss Mary Proctor assures us in the *New York Herald* that "three years must elapse ere the last meteor in the procession passes out of sight. When the path of the meteors crosses that of the earth the earth passes obliquely thru the stream, and is exposed to the downpour of meteors for several hours.

"We greeted a few members of the advance guard last year, we expect to count them by the thousands this year, and look forward to a view of the rear guard in the year 1900. The members of this celestial army are known by the name of the Leonids, since their paths traced backward all radiate from a point in the constellation Leo. Their uniform is green and blue, they march in double quick time, with a speed averaging twenty-six miles a second."

To identify the Leonids it will be necessary for the observer to recognize at the outset the sickle-shaped group of stars, rising just before midnight somewhat to the north of the east point. Any meteor which travels athwart the heavens on a path whose prolongation backward passes thru the middle of the sickle may be regarded as a member of the November system. The Leonids are probably only a few ounces in weight, and are spaced in the densest part of the swarm at intervals of one or two miles asunder.

In 1833 there was a spectacular display of the Leonids which has been described as follows:

"On the night of November 12-13, 1833, a tempest of falling stars broke over the earth. North America bore the brunt of its pelting. From the Gulf of Mexico to Halifax, until daylight with some difficulty put an end to the display, the sky was scored in every direction with shining tracks and illuminated with majestic fire balls. At Boston the frequency of meteors was estimated to be about half that of flakes of snow in an average snow storm. Their numbers, while the first fury of their coming lasted, were quite beyond counting, but as it waned a reckoning was attempted, from which it was computed on the basis of that much diminished rate that 240,000 must have been visible during the nine hours they continued to fall."

Prof. Edward C. Pickering has sent out a circular from the Harvard college observatory giving full directions for the benefit of amateur astronomers who may wish to know how to observe the Leonids:

"The predicted time of maximum of the Leonids is November 15, at eighteen hours Greenwich mean time, and as the Leonids will not visit us again for thirty-three and a quarter years, no pains should be spared to secure the best possible observations. The most useful observations that can be made by amateurs are those which will serve to determine the number of meteors visible per hour throughout the entire duration of the shower. In this way many valuable observations were secured last year at the November display from observers in all parts of the world.

"Similar observations are desired this year, and it is hoped that they may be made on November 15, and also on the two preceding and following evenings. The most important time for observation is from midnight until dawn, as comparatively few meteors are expected earlier. Observations are particularly needed at hours when they cannot be made at the observatories of Europe and America. In general, the time required for ten or more meteors to appear in the region covered by the accompanying map should be recorded.

"This observation should be repeated every hour or half hour. If the meteors are too numerous to count all those appearing in the region indicated in the map, the observer should confine his attention exclusively to some small region, such as that included between the stars μ in Ursa Major (the Great Bear), forty Lynx, Delta, and Alpha Leonis.

"If the meteors occur but seldom—one every five minutes, for instance—the time and class of each meteor should be recorded. Also, note the time during which the sky was watched and no meteors seen, and the time during which that portion of the sky was obscured by clouds. Passing clouds or haze during the time of observation should also be recorded. The date should be the astronomical date, beginning at noon—that is, the date of early morning observations should be that of the preceding evening (astronomical day begins at noon and is counted twenty-four hours, instead of a double series of twelve, as in the case of civil days).

"The observer should specify what time is used, such as Greenwich, standard, or local time. For the eastern section—that is, from New York to Buffalo, standard time is five hours earlier than Greenwich. In the central section—from St. Louis, extending to the center of Dakota, and including Texas, standard time is six hours earlier than Greenwich. In the mountain section—from Denver to Ogden, Utah—standard time is seven hours earlier than Greenwich. In the Pacific section, standard time at San Francisco is eight hours earlier than Greenwich. When a meteor bursts, make a second observation of its light and color, and when it leaves a trail, record the motion of the latter by charting the neighboring stars and sketching its position among them at short intervals until it disappears, noting the time of each observation. If the path of a meteor is surely curved, record it carefully upon the map.

"On November 14, 1898, thirty-four photographs were obtained of eleven different meteors. Their discussion has led to results of unexpected value. The greatest number of meteors photographed by one instrument was five. Only two meteors were photographed which passed outside of the region covered by the map, altho the total region covered was three or four times as great. No meteors fainter than the second magnitude were photographed.

"Photographs may be taken, first, by leaving the camera at rest when the images of the stars will trail over the plate and appear as lines, or, second, attach the camera to an equatorial telescope moved by clockwork, when a chart of the sky will be formed, in which the stars will appear as points. A rapid rectilinear lens is to be preferred in the first case, a wide angle lens in the second. The full aperture should be used, and as large a plate as can be covered. The most rapid plates are best for the work. They should be changed once an hour, and the exact time of starting and stopping recorded.

"Care should be taken to stiffen the camera by braces, so that the focus will not be changed when the instrument is pointed to different portions of the sky, especially if the lens is heavy. If the first method is employed, the position of the camera should be changed after each plate, so as to include as much as possible of the region of the map on each photograph. If pointed a little southeast of Epsilon Leonis, the radiant will reach the center of the field about the middle of the exposure. A watch of the region should also be kept, and the exact time of the appearance and path of each meteor as bright as the Pole Star should be recorded. The plates should be numbered on the film side with a pencil, and should be sent to the Harvard observatory with accompanying notes and other observations. After measurements have been made at the observatory they will be returned if desired. The value of the results will be much increased if similar photographs can be obtained by a second camera from ten to forty miles distant, and, preferably, north or south of the other."

Chicago Drainage Canal.

(Continued from page 430.)

It is expected that the Chicago drainage canal will be opened temporarily on December 1. This great work was begun on September 3, 1892, and is intended to connect Lake Michigan and the Mississippi river, draining away Chicago's sewage and leaving the water of the lake pure and good for domestic purposes. While New York, Philadelphia, and Boston have to pay enormous sums for water, Chicago can have an abundant supply by simply pumping it thru the mains from the lake.

In continuous depth the Chicago canal is the largest artificial channel in the world; it will cost more than \$50,000,000. In order to accomplish the work the Des Plaines river was given a new course and practically lifted out of its old bed, which was then used for the canal. More than 100,000 men have been employed in its construction, as many as 8,000 being at work at one time.

The channel's depth is thirty-eight feet with a capacity for a depth of water of from twenty-five to thirty-five feet. The current will have a speed of one and one-fifth miles per hour, and either 300,000 or 600,000 cubic feet of water can be carried thru it per minute. Experts have declared that this will permanently lower the level of Lakes Michigan, Huron, and Erie from three to eight inches and cause a corresponding reduction of from 240 to 700 tons in carrying capacity for the large vessels of the lakes. Considerable objection has therefore been raised to the canal scheme, both in the United States and Canada.

Notes of New Books.

Mr. Fiske's Great Historic Work.

In his *Dutch and Quaker Colonies*, John Fiske, historian, scientist, and philosopher, has offered to the world of scholarship a most notable work. Remembering that not all histories must needs be text-books, and taking for granted in his readers a certain knowledge of European and American history, he has prepared a book of the highest historical value as an interpretation of the events within its wide field. There is a discriminating suppression of the unimportant which assists in the right valuation of all that is important. And there is also a painstaking endeavor to find the truth and to state it both so as to win conviction and so as to make it a permanent possession of the reader's mind. One who examines these pages knows that such clear thinking and such clear writing have come only by the patient art of the man of letters who feels his responsibilities and is competent to assume them. It is this character in our author which has made him the foremost historian of his own generation in America and which has made his books important for all men of culture wherever men read or translate the English language.

It is doubtful whether a man who is only a historian could write such a work as this, which is at once so broad, so sane, and so vivid. John Fiske was first known as the herald in America of the views of Herbert Spencer, the philosopher of the evolution movement. It was soon evident that here was a scientist who was both a keen observer of the facts of nature and a sage expounder of her ways. Next, our new light in the world of thought discoursed upon metaphysics and general philosophy. But all the while his historical studies were being faithfully pursued; and to-day we know John Fiske best as the author of eight historical works, which, taken together, constitute an admirable treatment of American history, chiefly from the year 1607 to the year 1789. This work has, perhaps, the greatest interest for American citizens.

Time was when we Americans from Maine to the Gulf were taught that all the best ideas for which we stand came to us with the Puritans of New England. Liberal people began, however, to say that the Scotch-Irish and the Huguenots ought not to be neglected. At last came those who expounded the value in American society of the Dutch in New Amsterdam and of the Quakers in Philadelphia. Such is the thesis of our author. Time will yet be when we shall see clearly that all immigrants have helped us, Italians, Irish, Germans, and Scandinavians, most certainly, and even Hungarians and Poles. And when enough time has passed the contributions of the Ethiopians will not be forgotten. For the historical philosophy of to-day accepts cosmopolitanism as democracy's chief agency, her college of propaganda. The rolling wheel of progress has neither top nor bottom; the whole wheel revolves. A heterogeneous society, a chaos of humanity, without class, mass, or caste, save as the individual places himself; this is true ferment for the wine of pure democracy.

Our author gives a history of the Dutch people in order that the traditions which the Dutch colonists brought with them to America may not be forgotten. After this admirable summary, which does not neglect social and economic facts, he proceeds with his story of the Dutch in Amsterdam, a recital full of life and light and truth. He shows that even as early as 1664 there were Italians, Scotch, English, Swedes, Moravians, and Jews as well as Dutch in the colony. One who reads the narrative will find in it the genial humor of Washington Irving in his *Knickerbocker's History of New York*, and have the added comfort of knowing that Fiske's narrative is as true as it is charming. The story of the Quakers is told more briefly but with equal breadth of vision and with equal brilliance in the story telling.

The bookmaking,—paper, binding, and type,—is ad-

mirable. (Houghton, Mifflin & Company. Two vols., crown 8vo. \$4.00 for set.) WILLIAM E. CHANCELLOR.

Mr. Roark's "Method in Education."

An attempt to develop in detail the application of psychology in the work of teaching has given to the world *Method in Education*, by Prof. R. N. Roark, dean of the department of pedagogy in the State College of Kentucky. The author is favorably known by a volume entitled "Psychology in Education," published last year.

In the introduction a brief discussion is given to what is to be taught and how it is to be taught; the author at the very threshold insists that mere knowledge is only one pre-requisite in the teacher. He takes the broad ground that the teacher must have the "three M's" instead of the "three R's"—Matter, Mind, and Method.

He first discusses method, then matter; in discussing the former the mind of the learner is analyzed and the facts of psychology are pertaining to teaching exhibited. Prof. Roark is very lucid, one never mistakes his meaning. On page 18 he says, "Any force, mental as well as physical, works best along lines of least resistance. In the case of human activity, in child or adult, the lines of least resistance are marked by interests. . . . One problem the teacher has constantly set for his solution is how to revivify interests, how to satisfy and direct those that are alive." Again, page 20, "The teacher's problem may be stated thus: How shall this growing self-activity be kept pleasantly and profitably engaged; how shall it be energized and directed so that it may busy itself to find what things are worth while and may concern itself with these and no others."

In a small compass (pages 22-39) the general principles of method in education are well stated; it is hardly possible to put this important subject in a more condensed and lucid shape. The general thought in the mind of the teacher is that he is to teach certain subjects; not so would our author. "The processes of teaching must conform to the order and laws of growth." He would have the child employed on "acquisitional" work and exercises; in the secondary school on "assimilational" work, and in the college upon "expression thru some form of specialized skill." The author highly approves of manual training, or, as he prefers to call it, "manu-mental" training, and shows that the mind is educated by and thru the body. "The testimony from every school where it has gained a trial is to the effect that it is not only of value because it removes, thru the manual dexterity it gives, a handicap with which pupils had before been forced to enter the straining race of life, but it is of far higher value in its effect upon the character of the pupils; they are gainers from it in body, intellect, and morals."

It is not difficult to remember the time when manual training was considered to be visionary not only but time wasting. The broader thinkers, however, saw that it was *educative* and had a claim even above that of books upon the teacher. One-half of the human race are wholly educated yet by manual training. The author discusses the various school studies, as, reading, spelling, object lessons, etc. He accords with Col. Parker that all language lessons should be spelling lessons; among other devices he favors "word games"—the making of words out of letters.

In all of these divisions of the subject discussed the author gives evidence of being himself a skilful teacher, for teaching is not learned out of a book. He gives practical and sound advice as to the solution of the numerous and trying problems the teacher has to meet, and hence the volume will be warmly welcomed by the increasingly large number who are seeking for more light to perform their duties worthily at this period in the world's history. (American Book Company.)

AMOS M. KELLOGG.

A Course in Quantitative Chemical Analysis. By Nicholas Knight, V.M., Ph.D. The work begins with brief but excellent suggestions respecting the proper manipulations of apparatus

and chemicals in quantitative work. Fifteen selections of alloys and minerals for complete analysis follow, with careful distinctions between the normal constituents and the accidental ingredients which are usually present. All these are to be determined by weighing. Following these are full directions for volumetric work, and the cases when the volumetric process is preferable are clearly shown. The work is specially suited to mature students, and the full system of water analysis with which it closes is a specially commendable feature. (A. S. Barnes & Company, New York. Price, 80 cents.)

L. F. GRIFFIN.

Harold's Quests is No. 3 in the Nature Study Readers, by John W. Troeger, in Appleton's Home Reading Books series. The author's aim has been to present reading matter that shall be worth the child's time to read, and to put it in such form that it may engage his mind and induce him to "forage beyond the book." The subject matter is chosen from among those things that the children are apt to find most interesting. This material concerns animals and plants, their development and their habits, with hints and questions to direct the child's investigations. Nature study of this kind is not science, to be sure, but it is the best kind of training for the study of science. The plan adopted in the preceding volumes is continued—that is, the statements are generally in the first person; the subjects previously taken up are here further expanded and new ones added; the imagination is stimulated by the contemplated facts and forces. The author believes that if the child is taught the unreal and the imaginary he will find it difficult to confine himself to facts—an altogether too prevalent habit. (D. Appleton & Company, New York.)

L. F. GRIFFIN.

Homer's Iliad, Books XIX-XXIV, is one of the College Series of Greek Authors, and is edited on the basis of the Ameis-Hentze edition by Edward Bull Clapp, professor of Greek in the University of California. Little has been omitted except the occasional critical notes which have been transferred to the appendix. It seems undesirable to confuse the learner with conflicting views, and the earnest student will soon discover that many interesting questions are treated in the appendix alone. The commentary has been much enlarged by additions from various sources, especially from the editions Faesi-Franke, La Roche, and Leaf, and from the editor's own collections. The parallel passages from Homer have been quoted in full, and many illustrative passages have been added, chiefly from Vergil, but also from other writers. (Ginn & Company, Boston.)

Hippolytus, by Euripides, is edited with introduction, notes, and critical appendix by J. E. Harry, professor in Georgetown college, for the College Series of Greek Authors. All previous editions of this play, which is regarded by many critics as the masterpiece of Euripides, have been consulted. In addition to the notes giving aid in solving grammatical and other difficulties with the text, there is other matter of the most valuable kind. The introduction gives the life and characteristics of Euripides, his philosophy and religion, the dramatic structure of his plays, a comparison of the author with his predecessors, and a very full description of the play. The rhythms of the lyrical parts are also given. The book has a number of fine illustrations. (Ginn & Company, Boston.)

Cæsar and Pompey in Greece is the title of a little volume containing selections from Cæsar's "Civil War, Book III," edited by E. H. Atherton. It has been felt that this work has not had its due share of attention in the programs of our preparatory schools. With the hope that the "Civil War," or the most interesting part of it, may become more familiar to school-boys and school-girls this little volume is sent out. The aim throughout has been to make the difficult points easy and to smooth the road for the beginner. To this end references to persons and places have been explained and plans of battlefields have been prepared. A moderate number of grammatical references have been given, partly for the clearer understanding of the text, partly that the grammar may not be too much neglected. The notes will help the student in the study of English as well as of Latin. To aid in the study of terminations a table is given containing some of the more common and the more important. (Ginn & Company, Boston.)

Episodes from Les Deux Rois is one of the handy little volumes in the series of Episodes from Modern French Authors. Stories are chosen for this series that are simple and interesting, while continuous enough to sustain interest, but of no greater length than can be finished in the ordinary work of a term or two. The episode of *Les Deux Rois* has been detached and adapted from the last of three romances of the famous "Musketeers" round whom Dumas has woven so skilfully the intricate web of political and amorous intrigue in which the

reigns of Louis XIII. and XIV. were involved. (Longmans, Green & Company, New York. 40 cents.)

A Three-Year Course in French, by Charles F. Kroeh, A. M., is intended to cover all the requirements for admission to universities, colleges, and schools of science. The third-year book consists of a review of grammar in which typical sentences are translated into French, and the rule or principle they illustrate is concisely given in French; word-study, in which the various ways of rendering into French of common English words are illustrated and explained; selections from French literature to be memorized; numerous exercises to be translated into French, and extracts of literary value to be rendered into idiomatic English. Pupils who have completed this course should be able to pass any examinations in advanced French that may be required. Teachers will readily see the advantages of such a thoro and systematic study of the language as is provided for in this course. This volume is suitable for colleges and universities that only require a two-years' course for admission. For this purpose more details have been added than teachers of preparatory schools may need. (The Macmillan Company, New York.)

Paul Heyse is generally considered to be the best representative of the brilliant group of German authors that Maximilian II., of Bavaria, gathered around him and which is generally known as the Munich school of writers. This author is highly poetical, and the nobility of the form of his works reveals the warmth of inner life and the fascinating art of his diction. He loved Italian scenery especially and many of his novels, including *L'Arrabbiata*, describe Italian land and life as he has seen it. That charming work has been edited for the use of schools, with material for prose composition, by Max Lentz, of the Paterson classical and scientific school. (American Book Company, New York.)

There is probably no more fascinating work of fiction in the German language than *The Wonderful History of Peter Schlemihl*, the man who lost his shadow, which has been translated by Frederick Harvey Hedge, D.D., and edited with an introduction and notes by William R. Alger. The charm of the story consists of the realistic power with which it is constructed, the stereoscopic distinctness of the characters, the naturalness and consistency of the incidents, and the wit and humor with which the pages abound. The indefiniteness of purpose of the author acts as a powerful intellectual stimulant on the reader; the story is at once a romantic idyl, an ethical apologue, a witty satire, and a philosophical parable. (Ginn & Company.)

The *Franklin Square Song Collection* is known in every hamlet of the land and has been a powerful means of spreading a knowledge of the best songs. Teachers of music know how well the work of compiling that collection was done and will be pleased to learn of the issue of another book by the same author, J. P. McCaskey. This is *Favorite Songs and Hymns for School and Home*, containing four hundred-fifty of the world's best songs and hymns. It is undoubtedly one of the best general collections of songs ever made, as there is hardly an occasion for which some appropriate song cannot be found here. The national songs, Arbor day songs, and Christmas songs are especially noticeable. The book also contains the elements of music and twenty-five responsive Scriptural readings. (Harper & Brothers, New York.)

Important Events is a valuable little book of dates, historical, biographical, political, religious, literary, scientific, and industrial, compiled by George W. Powers. The events are given in order under the heads of the different countries. More than half of the space has been devoted to the continent of America, the larger portion to affairs in the United States. The minor states of America, North and South, have received comparatively more attention than their importance in the world's history would suggest, but this attention was bestowed because of our rapidly growing political, commercial, and social intercourse with them. (Thomas Y. Crowell & Company, New York.)

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Interesting Notes.

People of the Philippines.

The population of the Philippine islands is estimated at about 8,000,000 of whom about 5,000,000 are accredited to the island of Luzon (loo-zon'). The great body of the population is of pure Malayan origin. Then there are large numbers of *mestizos*, or half-breeds, born of native mothers and European or Chinese fathers. Many of these *mestizos* have Spanish blood, but a vastly larger number are part Chinese, for, despite the native dislike of these Mongolians, large numbers of them have married native women.

The Chinese have industrious, frugal, and persevering habits, as compared with the indolence of the natives, and hence have won success in commerce and the trades. So, too, the *mestizos* are more industrious and prosperous than the natives.

The Filipinos, as they are designated by

the Spaniards, compose the great proportion of the population. More than eighty different tribes are found in the islands, each with its special traits. The aborigines are believed to be the dwarfish Negritos, of whom few now remain, as they were driven into the wilds and nearly annihilated by the invading Malays. The latter, while forming numerous tribes, may be divided into two principal races—the Tagals, occupying the north, and the Visayas, south. Of these all those who inhabit the towns profess Christianity. Outside of towns, in the mountainous districts especially, the people are mostly pagans.

The Tagals, who are carrying on the insurrection against the United States authority, are the principal inhabitants of Luzon. They prefer the lowland regions, and generally build their pile-supported dwellings near water. In the towns of this island they constitute the bulk of the population; they are also found in Mindoro and several of the smaller southern islands. The Tagal has a round head, high cheek bones, flattish nose, low brow, thickish lips, large dark eyes, straight black hair, and olive complexion.

Farming is the chief occupation of these people, and rice the main crop raised. They are also raisers of cattle and fowls; their principal amusements are music, the theater, and cock-fighting. Though Roman Catholics in faith, their old superstitions still influence them. Their language, the Tagalog, has made its way largely through the islands since the Spanish conquest.

The Visayas inhabit all the islands south of Luzon and north of Mindanao (meen dahn-ah-oh), including part of the latter island and part of Palawan (pah-lah-wahn'). Physically they resemble the Tagals and the other Malayan races of Luzon, the chief distinction being in their language. This seems a dialect of the Tagalog, but is rather harsher.

In the northwest section of Luzon is another civilized tribe, the Ilocanes, resembling the Tagals in appearance and in orderly habits, but differing in dialect. Moreover, differences in language is the main means of distinguishing the different Malay tribes, though some have physical differences through intermixture with aboriginal populations.

The Christian tribes thus far described are known to the Spaniards under the title of *Indios*, or *Indians*, in distinction from the *Moros*, or Mohammedan natives of the most southern islands. The latter have defied all the efforts of the missionaries to Christianize them. They conform more to the general idea of Malays in their fierce, warlike disposition, their seafaring habits, and their tendency to piracy. About the time that the Spaniards came to the islands these Mohammedan Malays came by way of the Sulu islands. Landing first at Basilan (bah-see-lahn'), they quickly occupied Sulu, Tawi-Tawi (tah'-wee tah'-wee), and the smaller islands of the group and made their way by force of arms into Mindanao, spread throughout the coast region, and occupied Salabac, and the south of Palawan. They build their villages over the water, each house being erected on piles sunk in the shoal sea. Moved by hatred of the Christians, and particularly of the Spaniards, during several centuries they have made life anything but safe and agreeable on the northern islands by their incessant raids. In the last quarter of a century, owing to the development of light-draught steam gunboats and rapid-fire guns, the Spaniards had managed to overcome these implacable enemies.

These *Moros* are highly skilled boatman and sailors. Their praus, neatly carved from logs, are of knife-like sharpness in bow and keel, and can be driven through the water with great swiftness. The men are energetic and industrious; of medium height and often fine physical development. They always go armed unless prevented from doing so. Their women are fond of bright colors, green and scarlet in particular.

The uncivilized inhabitants of the Philippine islands belong to two widely distinct races, the Negrito aborigines and the Malay invading race. Only a small number of the Negritos remain; they are confined to the most inaccessible portions of Luzon, Mindanao, and Negros, the latter island being named after them. Probably there are not more than 25,000 in all.

The Negritos are the aborigines of the Philippines. Before the coming of the Malays they probably occupied all this island group and many of the numerous islands which lie in the Pacific to the southward. Some of them are found to-day in the peninsula of Malacca and the Andaman islands. In Java they have recently died out. It is likely that some of them still exist in the forests of Borneo and in the interior of other large islands. Half-breed Negritos are found from India to New Guinea. Here the Negritos have amalgamated with the savage tribes of Hindustan; there, with the negro like Papuans of Malaysia. But everywhere the pure race is dying out. War, bitter and unrelenting, seems to have existed for centuries between them and the invading Malays. The latter have proved the stronger; the Negritos have perished, or been driven to the depths of the forests and the fastnesses of the mountains; and most of the land which once knew them knows them no more. A policy of extermination has prevailed; and few of this once numerous race survive.

They are a race of dwarfs, the smallest people on the face of the earth. The men average four feet and a half in height. And mentally they are the lowest, or one of the lowest, of the human races; stupid in mind, degraded in condition, forest wanderers, scarcely more settled than the apes—"man-apes" they are called in parts of India. They are spindle-legged, with flattish nose, full lips, thick frizzled black hair, and very dark complexion. They wear little clothing and tattoo themselves.

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run like deer and climb like monkeys. In fact, they approximate the monkeys in one respect, since they have great powers of movement and of grasping in the great toe, being able to pick up minute objects with their feet. When on board ship they are as nimble as monkeys, and can descend the rigging head foremost, holding on by the toes alone. Some Negritos are employed as servants by the Filipinos. Most of them, however, dwell in their forest retreats, where they live mainly by hunting, though they also eat the wild fruits of the forest, the roots of the arum, the honey of the wild bees, and other woodland products. Their weapons are simple but effective. They consist of a bamboo lance, a bow of palm-wood, and a quiver of poisoned arrows. It is an interesting fact that the art of poisoning arrows is common to the pigmy races, wherever found.

Intermixtures of Negritos with other races has caused some interesting variations. Thus the Itanegs have a mixture of Chinese blood, the Ifugaos of Japanese, the resulting half-breeds being superior to the pure Negritos. The Tagbanuas of Palawan are thought to be half-breed Malay and Negrito.

In addition to the savages named are a large number of Malay tribes, which differ greatly in character and customs, wanderers in the forests and on the mountains, some of them fierce and suspicious in disposition, others kindly and trusting. There are said to be several tribes of head hunters, comprising the Altasanes, the Apayao, and the Gadanes. The name Igorotes or Igolotes, once the name of a single tribe, has been gradually extended to include the several head-hunting tribes of Luzon.

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Lord Kelvin's Retirement.

Much interest is taken in the scientific world in the approaching retirement from his professor's chair in Glasgow university of Lord Kelvin who, before his elevation to the peerage, was known as Sir William Thomson. He is to-day the most eminent physicist and inventor in the British isles. His mirror galvanometer rendered the early Atlantic cables economical in working, and he was knighted in 1866 for his aid to transatlantic telegraphy. His siphon recorder was an improvement, and he has invented other valuable aids to submarine cable laying and navigation. His electrical measuring instruments are well known. Lord Kelvin has surveyed the whole field of electricity and magnetism, as his published works and inventions show.

Friendly Relations with Europe.

The many rumors of a secret alliance with Great Britain has prompted Secretary of State Hay to make a positive and emphatic denial. There is no alliance with England or any other power; only treaties of business and commerce exist. Apparently the only basis of the fabricated report is the fact that "our relations with England are more friendly and satisfactory than they have ever been before." This is not peculiar, since our relations with Russia, Germany, France, Italy, Austria, and in short with every power, are growing more intimate and more cordial.

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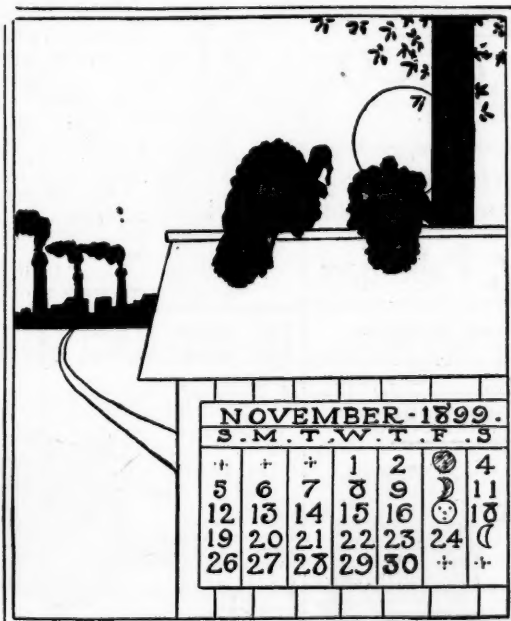
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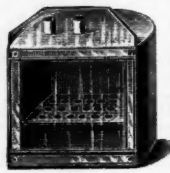
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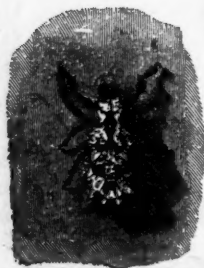


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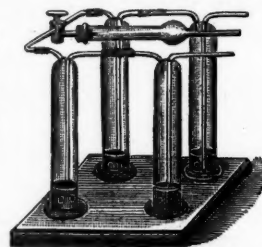
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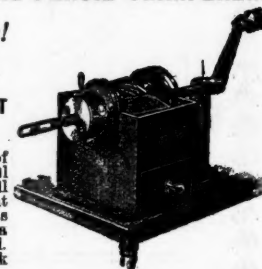
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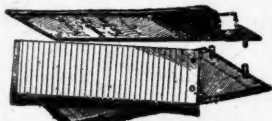
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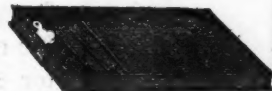


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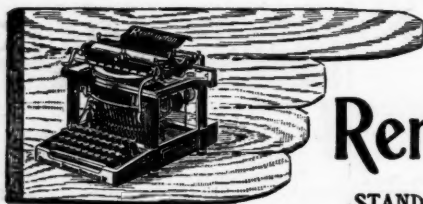
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